

**IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF
SMP NEGERI 2 GODEAN THROUGH PICTURES**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education



by

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2014

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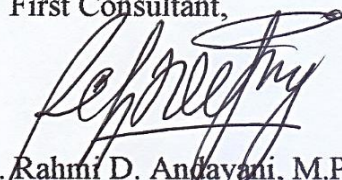
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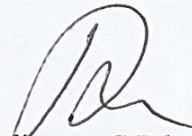


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Gallis Nawang Ginusti

DEDICATIONS

This thesis is dedicated to my beloved parents

Tony Kusworo, S.Pd. & Musriyati, S.Pd.

and my sister

Gandis Sekar Langit

MOTTOS

"There is ease after every hardship."

(QS. Al-Insyirah : 6)

"A person who never made a mistake never tried anything new."

(Albert Einstein)

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."

(Steve Jobs)

"Be brave, be confident, be positive."

(Writer)

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Finally, I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I hope this thesis will give some contributions to the improvement of the English teaching and learning.

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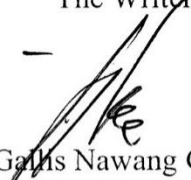
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IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 2 GODEAN THROUGH PICTURES

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Abstract

The objective of this research was to improve the speaking skills of Grade VIII students of SMP Negeri 2 Godean through pictures.

This research was classified as an action research. It was conducted in two cycles, which was held for four meetings in the first cycle and two meetings in the second cycle. The subjects of this research were 32 students of class VIII C of SMP Negeri 2 Godean. The data were qualitative and quantitative. The qualitative data were obtained through observations and interviews with the students, the English teacher, and the collaborators. The data were in the forms of field notes and interview transcripts. While the quantitative data were obtained from tests (pre-test and post-test) and questionnaires. The validity of the research was obtained by adopting four criteria of validity namely democratic validity, process validity, outcome validity, and dialogic validity. In addition, this research applied some triangulation techniques, such as time triangulation, investigator triangulation and data triangulation. The actions implemented in this research were using pictures in the teaching and learning process of speaking, implementing picture-based activities, giving feedback to students' performances, accustoming students to opening dictionaries, giving handouts as daily materials, and giving rewards the active students.

The results of the research showed that the implementation of pictures in the teaching and learning process of speaking was believed to be effective to improve the students' speaking skills. The students' motivation increased. They were more enthusiastic in learning speaking. Moreover, the students were interested in various materials presented by the teacher. They could get involved actively in the speaking learning process. Furthermore, the result of the research also showed that the improvement on the teaching and learning process affected the improvement on the students' speaking skills. The students' speaking skills were measured quantitatively by comparing the mean score of pre-test and post-test. The result revealed that the mean score of the students' speaking performance increased from 20.22 in the pre-test to 27.30 in the post-test. The gain score of the students' speaking skills was 7.08.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is one of the compulsory subjects taught in junior high school. There are four skills that should be mastered namely listening, speaking, reading, and writing. Speaking is considered as an important skill to be accomplished by students.

As a language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Furthermore, Lyle (1993) in Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. Bertram (2002) also adds that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.

According to School-Based curriculum (*KTSP*) in junior high school, students are expected to develop communicative competence in spoken and written language to reach functional literacy. The students have to be able both to understand and to create various functional texts, monologues, as well as essays in a form of procedure, descriptive, recount, narrative, and report.

To achieve the literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices. In addition, they should also be aware of the social and cultural rules that apply in various context of communication as well as of the strategies employed during the process of communication.

Based on the observation and interviews conducted by the researcher to grade VIII students of SMP Negeri 2 Godean, however, some problems were still found in the students' abilities in English, especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. Therefore, they preferred to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating the students in learning. The class was

monotonous and less fun learning activities. Based on the conditions above, it could be concluded that the students' speaking skills were low.

In regard with the problems above, the research team agreed to work collaboratively to overcome the problems and to improve the speaking skills' of grade VIII students of SMP Negeri 2 Godean through pictures. Pictures were believed to be able to stimulate and guide the students to speak. Pictures serve for illustration, develop students' imaginations, accommodate their interests, stimulate them to express ideas and also make the learning process more interesting and entertaining. Wright's (1989:2) says that pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences the teachers must help their students to cope with. Teachers can use the pictures in any techniques or activities in order to meet the goal of speaking. Pictures are very valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students (Raimes, 1983: 27-28). Sometimes, teachers and students can use their creativity since they can create their own drawings as the media. Therefore, it was believed that pictures were media that could be used to overcome the problems and to help the students to improve their speaking skills.

B. Problem Identification

As mentioned earlier, the speaking skills of grade VIII students of SMP Negeri 2 Godean were low. The problem was affected by some factors such as the students, the teachers, and the process of the speaking class itself.

The first factor was the students. The students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The students lacked confidence to speak because they were afraid of making mistakes. Therefore, they preferred to be silent and not fully participate in the activities. In addition, the students still had difficulties in pronunciation and lacked vocabulary mastery. They often mispronounced some English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only few students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor.

The next was the factor related to the teacher. Media which were considered powerful to attract the students' attention was absent in the teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning. The teacher always taught the students using *LKS* of which the materials were not interesting. The students simply did the exercises in the *LKS* which did not provide the students with adequate speaking practices.

In relation to the teaching and learning process, the problems were laid on the classroom activities and speaking practice. The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Like in traditional methods, the classroom activities were focused on repeating after the teacher, memorizing a dialog, or responding to drills. As mentioned earlier, it is important to provide opportunities for oral language to continue to grow in the classroom. Meanwhile, it was revealed that there was less opportunity for the students to practice speaking. Besides, it was said by the teacher that the concern of teaching speaking was mostly to prepare the students to join competitions, such as speech contests and the like. In addition, the focuses of National Examination were only cover the area of reading and writing. As the consequences, the limited speaking activities and practice taught in the class promoted to the students' low speaking abilities.

In conclusion, all aspects related to the teachers, the students, and the teaching and learning process in grade VIII students of SMP Negeri 2 Godean need to be improved. The improvement can be reached by implementing pictures as media to improve the students' speaking skills.

C. Limitation of the Problem

Based on the identification of the problems above, there were many problems found during the practice of teaching and learning process. In this research study, the researcher employed the approach of Action Research. The researcher focused on how to improve the students' speaking skills in grade

VIII of SMP Negeri 2 Godean through pictures which was conducted in the field collaboratively. Pictures were expected to be able to overcome the problems and to help the students to improve their speaking skills. They are valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students. The researcher also expected that the students would like speaking through pictures.

D. Formulation of the Problem

How can pictures improve the speaking skills of grade VIII students of SMP Negeri 2 Godean?

E. Objectives of the Research

The objective of the research is to improve the speaking skills of grade VIII students of SMP Negeri 2 Godean through pictures.

F. Significances of the Research

The significances of this research study are:

1. Theoretical Significances

- a. For English Department of Yogyakarta State University, it is expected that the research findings can enrich the theories of the use of pictures in improving students' speaking skills.
- b. The research findings can be references for the further researchers who conduct the similar studies.

2. Practical Significances:

- a. The result of the study can be beneficial for the English teachers, especially in SMP Negeri 2 Godean, to enrich the knowledge of the ways in improving the students' speaking skills.
- b. The research can improve the speaking skills of the students of grade VIII students of SMP Negeri 2 Godean.
- c. The collaborators are also expected to get more knowledge and experiences from the teaching and learning process of this study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions of improving students' speaking skills through pictures, and also the figure of the framework.

A. LITERATURE REVIEW

1. Speaking Skills

a. The Nature of Speaking

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose

or an intention that she/he wants to achieve in the interaction. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004:12) underlines that a major difference between speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with *and*, *or*, *but* or *that*, or not joined by conjunctions at all but simply spoken next to each other,

with possibly a short pause between them. The next characteristic is related to the use of formality. Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written texts tends to contain a wider variety of words than oral texts.

Furthermore, Brown (2000:270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stresses, rhythm, and intonation, and interaction.

The first characteristic is clustering, which means that fluent speech is phrasal, not word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically. The second is that the speakers have an opportunity to make meaning clearer through the redundancy of language. The next is the use of reduced forms, meaning that instead of producing a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc. One of the advantages of spoken language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to use such performance variables such as how to pause and hesitate. Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the

words, idioms, and phrases and get practice in producing these forms. Another salient characteristic of fluency is rate of delivery. Teachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristic of English pronunciation as the stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. Learning to produce waves of language without interlocutors will rob speaking skill component, like the creativity of conversational negotiations.

As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007:227). The strategies can be in the forms of improvising, discarding, foreignising, and paraphrasing. Improvising means that the speakers try to use any word or phrase which is expected to be about right. While in discarding, they can simply leave the words which are difficult to say. The next strategy is foreignising, choosing a word in the language the speakers know (such as their first language) to be foreignised with the hope that the meaning will be equivalent to the foreign language word they wish to express. The last is paraphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to paraphrase it.

A spoken language has a number of forms which is also important to be covered in the language course. Nunan (1991) in Brown (2000:250-251) divides spoken language into two types, monologues and dialogues. The first type is

monologues, in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, etc. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which makes for ease in comprehensions, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

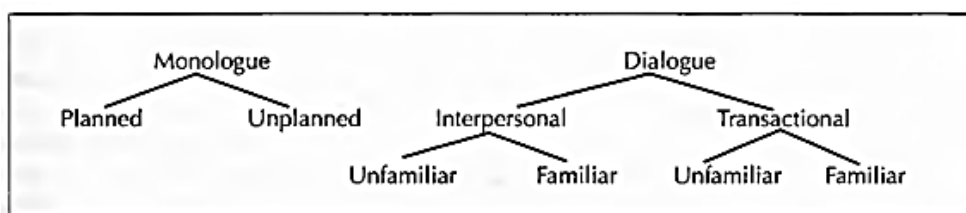


Figure 1: **Types of oral language (adapted from Nunan 1991b: 20-21)**

To sum up, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get message through the use of verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listeners will understand.

With regards to its natures, speaking is considered difficult. The understanding of the characteristics of speaking above may lead the speaker to

succed their performances. Thus, speaking should be well learnt by the learners from the very basic.

b) Micro-macro skills of Speaking

To succed the oral communication, speakers need to consider some aspects namely micro skills and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004:142).

In conclusion, both micro and macro skills are needed by the speakers to succed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. By understanding those skills, teachers can scaffold the students to acquire the skills through the designed speaking tasks.

2. Teaching Speaking

Teaching (Brown, 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students'

works (Harmer, 2007:275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study. The steps are *lead-in*, *set the task*, *monitor the process*, and *task feedback*.

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity.

After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

The procedure of the teaching of speaking can be seen in Figure 2.

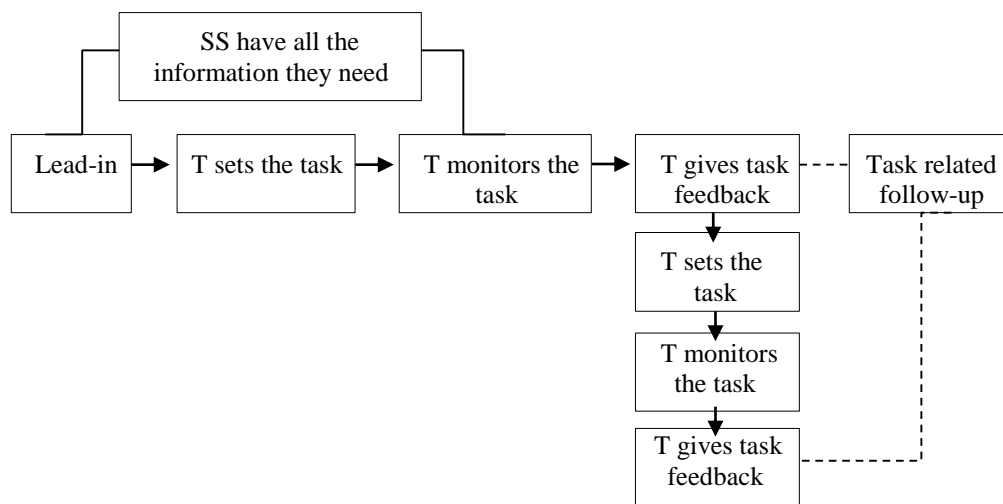


Figure 2: **A basic model for teaching productive skills**
(Harmer: 2007:276)

Moreover, to run the teaching and learning process of speaking well, the English teacher should consider some components of teaching which are explained as follows.

a. Curriculum

1) Junior High School Curriculum

The purposes of English language teaching in junior high school are to develop communicative competence in spoken and written language to reach functional literacy, generate awareness about the nature and importance of English to improve nation's competitiveness in global society and develop students' understanding about the relationship between language and culture (Hartoyo, 2011:75-76). Further, he states that there are three scopes of English language teaching in junior high school. The first is discourse competence or ability to understand and/or produce spoken text and/or written text which is

integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level. The second is the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report. The last is supporting competencies, such as linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome problems in communication to ensure the process of communication), and discourse competence (ability to use discourse instruments).

According to School-Based Curriculum (*KTSP*), teaching speaking in junior high schools covers some standard of competences and basic competencies. Below is the table of the Standard of Competence and the Basic Competency.

Table 1: The Standard Competency and the Basic Competency of First Semester of Eight Grade Students of Junior High School

<i>Berbicara</i>	<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
	<i>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</i>	<i>3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</i>

(continued)

(continued)

		3.2 Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
	4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar
		4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .

Table 2: The Graduate Standard Competence of Students of Junior High School

<i>Berbicara</i>	<i>Standar Kompetensi Kelulusan</i>
	<i>Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional sederhana, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, dan report, dalam konteks kehidupan sehari-hari</i>

Based on the Standard of Competence and Basic Competency as well as the Graduate Standard Competence mentioned above, students of junior high school have to be able to master some speaking abilities in some kinds of text, such as recount, narrative, procedure, descriptive, and report texts.

2) Text-based Approach

Text-based Approach is an appropriate approach to be implemented in teaching genre in speaking, as suggested by Feez and Joyce (1998:28). Moreover, Feez and Joyce also give a description of how a text-based lesson proceeds. There are four phases namely Building the Context, Modelling of the Text, Join Construction of the Text, and Individual Construction of the Text.

In the first phase, building the context, students are introduced to the social context of an authentic model of the text-type being studied, explore the features of the general cultural context in which the text-type is used and the social purposes the text-type achieves, and explore the immediate context of situation by investigating the register of a model text that has been selected on the basis of the course objectives and learner's need.

The second phase is Modelling of the Text. Students investigate the structural pattern and language features of the model and compare the model with other examples of the same text-type.

In the Join Construction of the Text stage, students normally works in small groups. They begin to contribute to the construction of whole examples of the text-type. While the teacher gradually reduces the contribution to text construction, the students move closer to be able to control text-type independently.

The next phase, Individual Construction of the Text is where the students deal with individual works. They work independently with the text.

After that, they perform a spoken presentation or monologue. Later on, the performances can be used for achievement assessment.

To sum up, as its benefits, Text-Based Approach is good to be implemented for teaching genre in speaking as it is started with building the knowledge of the students, introducing the model of the text, and practicing to join the construction of the text before finally the students are able to construct the text individually and to perform the spoken monologue.

3) Recount Text in the Teaching of Speaking

Recount text is a text that tells the readers or listeners about one's story, action or activity. Anderson and Anderson (1997) define recount as a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. Other experts, Feez and Joyce (1998:89), state that recounts are the simplest of any other text types because, in recount, events are recounted one after the other in the order in which they happened.

A recount has three main parts. The first part gives background information about who, what, where and when. The next part consists of a sequence of events that retell in the order in which they happened. The last is a conclusion that may include a personal comment (not always necessary). In other terms, the structures of a recount text are orientation, events, and reorientation and/ or coda.

Besides, recount text also has some significant language features. They are simple clauses some linked with *and*, simple noun groups, action verbs in the past tense, personal pronouns, expressions of time and location (adverbs, phrases), and necessary vocabulary (Feez and Joyce, 1998:93). Recount text can be found in the forms of newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

In conclusion, to teach recount text in speaking, Text-Based Approach is chosen to be applied. The process of text-based lesson is able to scaffold the students in learning genre, especially recount text which will be the focus of the material. Before the students produce a monologue, they will be helped to acquire the knowledge of the structures and the language features of the recount text.

b. Teacher's Roles

According to *Cambridge Advanced Learner's Dictionary*, 'teach' means to give someone knowledge or to train someone; to instruct. Thus, a teacher can be defined as a person who gives learners knowledge or to train and to instruct them to learn. As mentioned earlier that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (Brown, 2007:7), so it can be said that teachers' duties are to guide and facilitate learning, to enable learners to learn, and also to set the conditions for learning.

The teacher needs to play a number of different roles during different speaking activities (Harmer, 2007:347-348). Harmer highlights some roles such as prompter, participant, and feedback provider.

Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In this situations teachers may not be quiet. Some encouragements are needed to help the students to think creatively rather than always depend on the teacher's words. Teachers may prompt them by offering words or phrases, to suggest that the students say something or to suggest what could come next and so on and so forth.

Next, teachers can be involved in an activity as a participant. This is a good reason to take a part in the activity together with the students that teacher can live things up from the inside, but they have to avoid possibilities of dominating the proceedings.

Through giving feedback, the teacher can do both assessing and correcting the students' oral works. However, he/she should concern with the questions *when* and *how* the teacher gives the feedback to the students. The decisions of giving feedback during oral works also depend on the stage of the lesson, the activity, the type of mistake made and the particular student itself.

c. Feedback in Speaking

Teachers should know how to deal with giving feedback to their students. By understanding these, teacher can manage to give the correct feedback to the students.

Before that, there are three types of mistakes that should be understood by teachers. Mistakes of linguistic form can be caused by the influence of the first language, by misunderstanding a rule, by a decision to communicate as best one can, by lack of concentration, and by a mixture of these and other factors. Edge (1989) in (Harmer, 2001) categorizes the mistakes into slips, errors, and attempts. When the teacher thinks that the students can correct their own mistakes, it is categorized as *slips*. *Errors* are the mistakes which a student cannot self-correct in his or her own English but the teacher thinks that the class is familiar with the correct form. When the teacher knows that the students have not yet learned the language necessary to express what they want to say, or when it is not clear what the students want to mean, or what structure they are trying to use, these are called *attempts*.

Harmer (2001: 104-109) suggests some strategies in giving feedback to the students. Dealing with accuracy and fluency work, the teacher should decide whether the activities focus on the accuracy (grammar, pronunciation, etc) or on the fluent language use. After that, he/she makes differences between ‘non-communicative’ activity, accuracy, and ‘communicative’ activity, fluency. The ways are by doing intervention (in a proper situation).

During the accuracy work, there are some alternative techniques which can be used such as showing incorrectness and getting it right. To show incorrectness, the teacher may use a number of ways such as repeating, echoing, giving statement and asking question, using expression, hinting, and reformulation the students' utterances. While in getting it right technique, giving the correct version in more detail can be done. The students can also be asked to help or correct each other.

While during the fluency work, the treatments will be focused on the content, not only to the language form. The teacher needs to consider the time to do the intervention. The ways can be done through gentle correction, recording mistakes, and giving the feedback after the event. In gentle correction, the intervention runs when the communication break down completely (stuck). The teacher may also record the mistakes done by the students so that they can give the feedback afterwards. The other way is by giving the feedback after the event. The teacher may discusses more detail with the class.

d. Principles for Designing Speaking Techniques

To teach speaking, teachers should consider some principles. Brown (2001:275-276) suggests seven principles for designing speaking techniques listed as follows:

- a) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b) provide intrinsically motivating techniques.
- c) encourage the use of authentic language in meaningful contexts.

- d) provide appropriate feedback and correction.
- e) capitalize on the natural link between speaking and listening.
- f) give students opportunities to initiate oral communication.
- g) encourage the development of speaking strategies.

These principles are considered to be applied in the teaching and learning process of speaking. It means that the teacher should be aware of them in designing her/his teaching.

e. Classroom Speaking Activities

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. Brown (2001:271-274) lists six categories that students are expected to carry out in the classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive.

In imitative activity, the students simply parrot back. The focus is on some particular element of language forms such as practicing an intonation contour or trying to pinpoint a certain sound.

One step beyond imitative, in intensive performance the students practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity.

While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher- or student-initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation.

The next types are transactional and interpersonal. They are quite similar as in the performance the students deal with a dialogue. The functions, however, are different as the transactional dialogue is to exchange specific information, while in the interpersonal one the students are maintained to deal with social relationships.

The last speaking performance is extensive or monologue. The students are called on to give extended monologues. The monologues can be in the forms of short speech, oral presentation, or telling story which can be planned or impromptu.

Furthermore, there are some activities that can be implemented to promote speaking skill. Thus, the teacher should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when the students collaborate in groups to achieve a goal or to complete a task (Kayi, 2006).

Harmer (2007: 348-352) proposed several classroom speaking activities namely acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

The first is acting from a script. The activity can be in the forms of acting out scenes from plays or their coursebook and acting out dialogues they have written themselves.

The second is communication games. There are two particular categories of communication games, information-gap games and television and radio games. In information-gap activities, students with their partners solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures. While television and radio games provide fluency activities for the students.

The third is discussion. It can be done through buzz groups, instant comment, formal debates, unplanned discussion, and reaching a consensus.

The fourth is prepared talks, as the students cannot make an oral presentation or talk spontaneously because they need to prepare. In the preparation time, the teacher may help them by giving feedback, for example, and then give opportunities to them to rehearse their presentation.

The next is questionnaires. This is an interactive activity, as both questioner and respondent, through this activity, have something to say each other related to what information should be gained based on the list of questions prepared.

The last is simulation and role-play. From simulation and role-play, students get great benefit as they simulate a real life encounter as if they were doing in the real world.

Kayi (2006) also promotes some quite similar speaking activities, such as discussions, role play, simulations, information gap, brainstorming,

storytelling, interviews, story completion, reporting, playing cards, picture narrating and describing, and find the difference.

In regard with the activities which are able to promote the students' speaking skill, teachers may apply those activities in the classroom.

f. Assessing Speaking

Assessing is different from testing. Assessment means collecting information about learner's performance in order to make judgements about their learning (Spratt, et.al, 2005:102). It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown, 2004:4). Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions. To measure the students' performance, the researcher referred to the rating scale proposed by Dick, Gall and Brog (2003:571) in giving score (see Appendix F).

g. Instructional Media

A medium, broadly conceived, is any person, material or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Gerlach and Ely, 1980:241). They define media as the graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information.

Teaching aids are useful to be used in teaching and learning process as it is used to explain language meaning and constructions, to engage students in a topic, or as the basis of the whole activity (Harmer, 2004:134-136). In addition, Harmer mentions some media which can be used to support the teaching and learning process, such as pictures and images, overhead projector, board, bits and pieces, language laboratory, and computer.

Sugeng (2010:159-164) states that certain types of media are frequently used in schools. They are printed media, still media, audio media, visual media, audio-visual media, real object media, and simulated media.

Similar to Sugeng, Gerlach and Ely (1980:242) classify the media to teach into six general categories, such as still picture, audio recording, motion picture, TV, real things, simulation, and model. Still Picture consists of photographs or any object or events, which may be larger or smaller than the object or event it represent. In audio recording media, the recording is made on magnetic tape, disc, motion picture, and soundtrack. They are reproductions of actual event or soundtrack. Unlike still picture, a motion picture is a moving

image in color or black and white produced from live action or from graphic representation. While, TV includes all types of Audio Video electronic distribution system which eventually appear on TV monitor. The last is real things, simulation, and model. They include people, events, objects, and demonstration real things as constructed with other media.

To conclude, teaching media is any supporting materials, tools, equipment, or techniques used to facilitate the student' learning and to enable them to acquire the knowledge or understand the contents of the teaching and easily.

3. Pictures

a) Definition

As explained in the previous discussion, picture is a part of media in the teaching and learning process. A picture itself has some definitions based on some experts. Sadiman (1990) in Wulandari (2012:29) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. According to Wright (1989:2) pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with.

They can be in the forms of flashcards (small cards which we can hold up for students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook (Harmer, 2007:178).

According to Kemp and Snellie (1989) in Burden (1994:138) the uses of pictures as instructional media have several purposes. They are to motivate an interest or a degree of action, to present information, and to provide instruction.

Wright (1989:193-203) lists a number of types and uses of pictures. The types can be used to reach different purposes and focuses of language teaching.

A checkchart for pictures is used to stimulate ideas for particular ways of using pictures we have found. Next, pictures of single objects have a role in the teaching of meaning and in creating contexts. They establish meaning, bring the outside world into the classroom, and contribute to the world of the classroom.

Pictures of one person invite us to tell more about the person, while pictures of famous people ask us more to identify their fame, achievement, and experiences. In the contexts of conversations, pictures of several people are used to help the students to imagine what the people may say and think. The ideas about the experiences and activities done by the people were captured in pictures of people in action. Besides, the representations of places require the

students to be able to describe particular places, such as a hole, landscape, townscapes, single building, and view.



Figure 3: **Pictures of an object, person, and place**

Students also can learn history through pictures. Pictures from history invite the use of past tense forms since they illustrate scenes, costumes, and objects from history.

A complex picture which serve a lot of information makes them particularly suitable for some activities, such as describe and identify, matching, and memory activity.

Pairs of pictures consist of two pictures. Sometimes they are used in matching activities or describing differences.

A type of picture which can be found in cartoons, newspaper pictures, and advertisements is pictures and texts. The text is used for reading for gist.

In mini dialogues activity, students can be helped by the use of related pictures which are treated as separate pictures or kept together to provide a basis for a topic work.

Sequence of pictures can be in the forms of cartoon strips and instruction strips. They serve a description of a process or a sequences of a story.



Figure 4: **Sequence of pictures**

Single stimulating pictures stimulate speculations and the expression of experiences and feelings. This type of pictures can lead to storytelling.

Ambiguous pictures invite different interpretations which give reasons for speaking and listening. While, bizarre pictures ask the students to speculate what is happening, fit the picture into a story, match possible textual explanations or guess the pictures.

To help the students to understand the meaning of a text, pictures are needed. The picture is called as an explanatory picture since it is used as a complement for an explanatory passage.

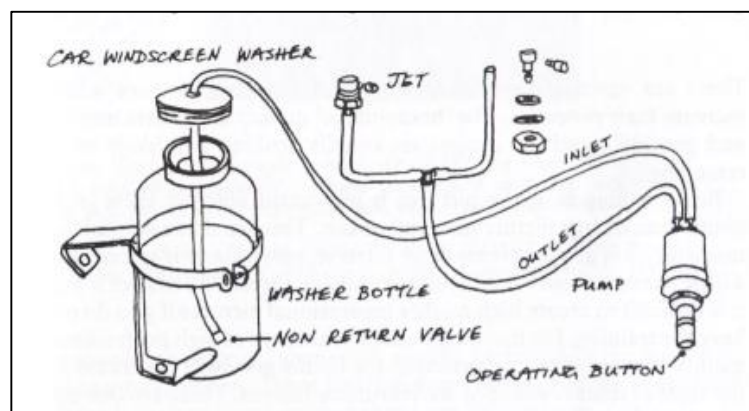


Figure 5: **Explanatory picture**

The other types of pictures are pictures of the news which invite identification of an incident, pictures of fantasies which illustrate everyday activities, and maps and symbols which can be found in road traffic booklets, holiday brochures, and etc.

The last type of pictures are student and teacher drawings. Teachers and students can use their creativity since they can create their own drawings as the media.

There are some sources of pictures. Teachers can adapt pictures from any sources like newspaper, magazines, brochures, catalogues, calendars, greetings cards, postcards, reproductions of art, posters, wallcharts, instructions, old books, comics and cartoon strips, photographs, stamps, playing cards, wrapping paper, coursebook, and photocopying. Besides, teachers can be an artist in the class, they can create their own pictures that can be drawn on the board, the overhead projector, large paper, flashcards, group playing cards, handout sheets, or collage sheets. It is also very possible if teacher uses students' own drawings as the media. Pictures accommodate students' interest and stimulate students to speak.

Moreover, there are three qualities that should be possessed by pictures. The first is the appropriateness, not only for the purpose in hand but also for the classes they are being used for. The second is the visibility. It is the most important of pictures in the end that they should be visible. Lastly, practicality of the pictures is about how to make them durable. For example, they can be stuck to cards and protected with transparent.

b) Benefits

Pictures are helpful to support the teaching and learning process. There are several advantages of using pictures in teaching English. According to Harmer (2001:134) pictures really help to reduce preparation time. Sets of pictures can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and speaking exercises. Students need as much spoken English practice as they can get. The benefits of pictures also revealed by Raimes (1983: 27-28) that a picture is a valuable resource as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task, and a focus of interest for students.

Furthermore, pictures serve for illustration, develop learners' imagination, make the learning process more interesting and entertain at the same time (Pešková, 2008:8). She lists three reasons as follows:

1. Pictures are ideal for reflecting the reality. Especially photographs are an authentic source, which truly illustrates a situation or an event, portrays a person, etc.
2. Pictures draw learners' attention, whether in books or while listening to a lecture. Texts accompanied by pictures are more attractive for learners than plain texts. Similarly, lectures become more interesting when displaying some pictures.
3. Pictures offer various opportunities of activities, especially based on practising all four language skills, and have an entertaining element which can be exploited by various games.

c) Procedures

Wright (1989:7) proposes many games and activities suggested for use with pictures under two broad categories, challenges and opportunities. In “Challenges” there is usually a defined goal which lead to predictable need for certain language forms. The challenge implies an element of competition for the individual or for members of a group. Achieving the goal often involves the idea of a right or wrong solution, which is not feature of “Opportunities”. In “Opportunities” the students are encouraged to express feelings and ideas and to exchange experiences, while little or no emphasis is placed on whether these are right or wrong. In other words, these activities give students an opportunity to do something in a context full of encouragement and free from stress.

There are some of the activities which are introduced in this research. They are ‘story line’, ‘hold up picture story’, ‘yesterday’, and ‘group sequence stories’ activity. The procedures of the use of the pictures in those activities are presented bellow.

The first is Story Line activity. This activity can be done in individual or pairwork. A story line and some points in the story are given to students together with useful sentence pattern tables and a list of useful vocabulary and one or more pictures. The students tell a story.

The second activity is Hold up Picture Story. This activity is done through classwork. A sequence of pictures illustrating a story or process is shown to the class by the teacher, out of order. The class discusses and decides

where each picture should be placed in the sequence. A student is asked to stand at the front of the class and to hold up one of the pictures. The class then decides whether the next picture comes before or after it, and another student holds up and stands in the appropriate position. Each student then tells the story.

The third is Yesterday activity. There are some pictures required: actions and people (there should be about 40 pictures and there must be quite a few showing the same action). The pictures are placed upside down in four piles (three piles of actions and one pile of people). The first student takes a picture of a person and asks a question. The second, the third, and the fourth student take a picture of action and make a statement of what the person did yesterday.

The last is Group Sequence Stories activity. The students will be divided into some groups. Each group is given a picture. Each group makes at least two statements about the picture. Each group then studies the new picture and adds two more statements to the story based on the new picture. When the fourth picture has passed, the stories are displayed and compared.

In conclusion, pictures are a kind of media used by the teachers due to their benefits of using pictures. Furthermore, they can provide various activities to support the teaching and learning process.

B. Conceptual Framework

Speaking is important for the students. However, some problems were still found in the students' speaking abilities in VIII C class at SMP N 2 Godean. Speaking skill was considered difficult to be accomplished by the students. The

students were not confident to speak. They often refused to speak and preferred to be silent. They hesitated to express their ideas and opinions because they were afraid of making mistakes. They had difficulties in grammar and pronunciation. They also lacked vocabulary. They were also less motivated because of the monotonous and less fun learning activities in the classroom. In addition, only few of them brought a dictionary in the classroom.

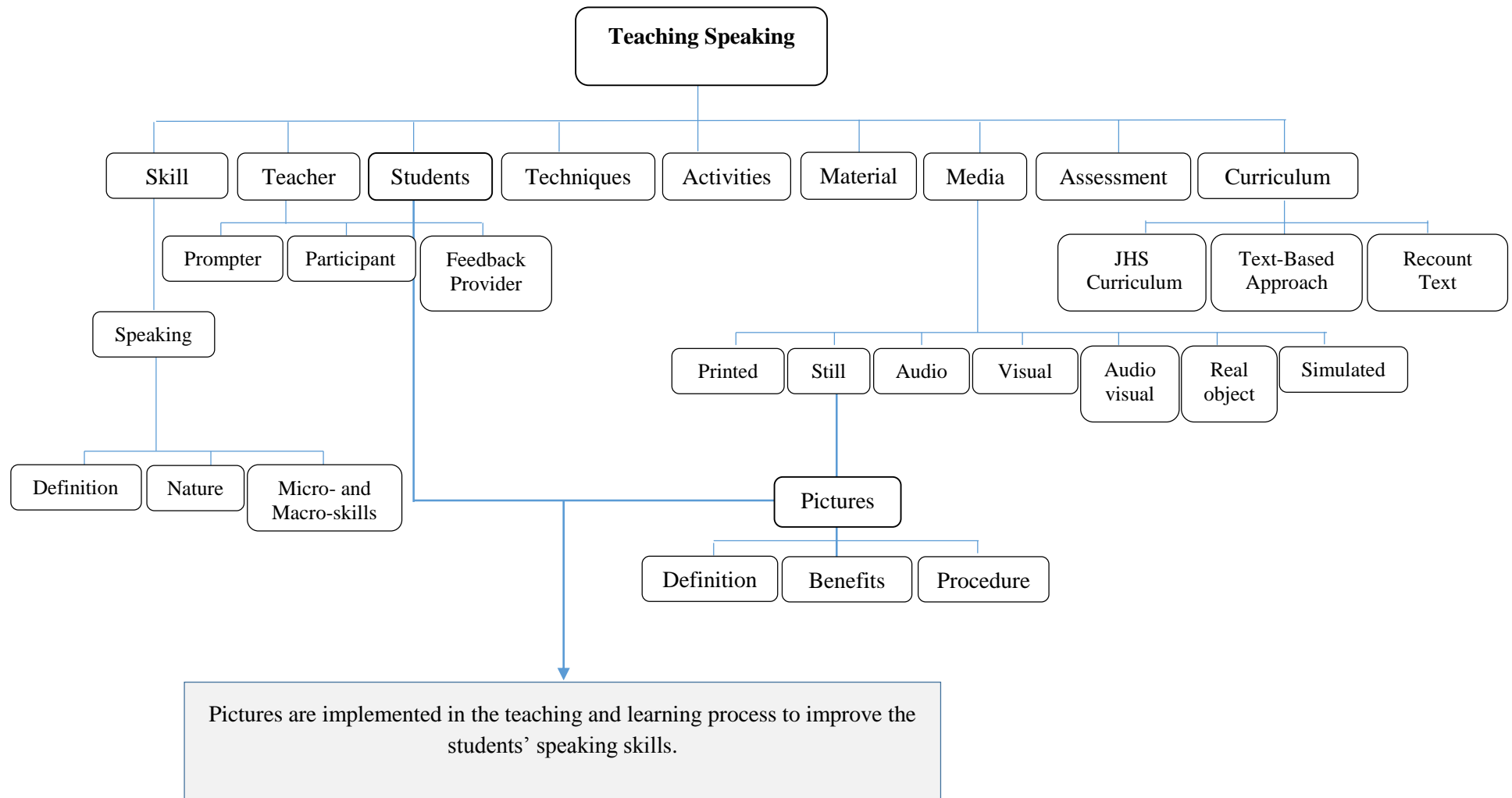
There were other factors contributing the problems above. The use of media was sometimes absent in the classroom, such as pictures, cards realia, etc. Then, the materials were also limited to the use of *LKS*. Eventhough each students had got their own coursebook from the library, not all of them brought the book to the class and the teacher also seldom made use of the book. The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. The classroom activities were focused on repeating after the teacher, memorizing a dialog, or responding to drills. Moreover, there were few opportunities for the students to practice speaking. As the consequences, the absent of media, the limited speaking activities and practice taught in the class promoted to the students' low speaking abilities.

By improving the component of English Teaching and Learning process, the students' speaking skills could also be improved. One of the component was media. From many kinds of media, pictures were chosen as they were powerful elements of which benefits could support the success of teaching and learning. Pictures serve a shared experience in the classroom and

a sense of the context of the language. They provide a specific reference point or stimulus in speaking. Besides, they propose a variety of fun speaking games and activities. Pictures also contribute to interest and motivation as they serve for illustration, develop learners' imagination, and make the learning process more interesting and entertaining. Sometimes, teachers and students could create their own drawings as the media. Through pictures, students are stimulated to express ideas and to speak up in interesting and entertaining atmosphere.

Pictures as one of the media in teaching and learning process was expected to overcome the problems as they provide a number of benefits. Pictures themselves are powerful to develop learners' imagination and stimulate them to express ideas. Finally, pictures were expected to be able to overcome the problems and to help the students to improve their speaking skills.

Figure 6: Conceptual Framework of the Research



CHAPTER III

RESEARCH METHODS

This chapter presents the methods used in this research. They consist of type of the research, research setting, subjects of the research, type of data, instruments and data collection techniques, techniques of data analysis, validity and reliability, and the research procedure. Each and all of them will be presented below.

A. Type of the Research

The research conducted was Action Research. According to Burns (2010), action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research.

In other words, the central idea of Action Research is to solve the problematic situation and to bring about changes and better improvements in practice. In this research study, the researcher directly participated in the research in order to solve the problems existed in the teaching and learning process of speaking and to bring improvements to the students' speaking skills of grade VIII students of SMP Negeri 2 Godean through pictures.

B. Setting of the Research

The research took place in SMP Negeri 2 Godean. SMP Negeri 2 Godean is located in Sidomoyo, Godean, Sleman, Yogyakarta. The school has 12 classes and each class consists of 30 to 36 students who come from the low to middle-class economic backgrounds. The total number of the students are 398. Grade VII consists of 128 students, grade VIII consists of 129 students, and grade IX consists of 141 students. The school has employed 31 teachers and 2 counselling teachers.

The research study was conducted in the first semester of the academic year of 2013/ 2014. It was done from September to October, 2013, starting from the preliminary observation to the implementation of the use of pictures to improve the speaking skills of Grade VIII students of SMP Negeri 2 Godean.

C. Subjects of the Research

The research study involved students of VIII C class as the subjects of the research. The class consisted of 32 students (16 male students and 16 female students). They were about 13 - 14 years old.

D. Types of Data

The data of this research were qualitative and quantitative data. The qualitative data were in the forms of the descriptions of the process during the actions written in field notes, observation checklists, interview transcripts, and the students' speaking performances. On the other hand, the quantitative data

were from the scores of the students' speaking performances and the result of the questionnaires.

E. Techniques and Instruments of Data Collection

The data of this research was obtained through several techniques, such as interviews, observations, tests, questionnaires, and documentation.

The instruments used in this research study were in the forms of interview guidelines, observation sheets and checklists, speaking rubrics, and questionnaires. The researcher also used a photo-video camera to document the teaching and learning process.

The procedures of the data collection techniques are presented bellow.

1. Interview

The researcher conducted interviews to gain the information related to the teaching and learning process. To obtain the data, she used interview guidelines to interview the English teacher, the collaborator, and the students. The data was in the forms of interview transcripts.

The interviews were done in reconnaissance and reflection step. In reconnaissance, she interviewed the English teacher related to the teaching and learning process and the problems faced. Besides, she also interviewed the students to know about their opinions and also their difficulties during the teaching and learning process of speaking. Later on, the interviews were conducted in reflection step of each cycle of the research. They were aimed

to reflect on the results of the actions. The interviews were addressed to get the opinions and suggestions from the English teacher, the students, and the collaborator.

2. Observation

To gather the information about the teaching and learning process, the researcher conducted classroom observations. Observation sheets and checklists were used to collect the data. The research team put marks on the activities which had been done. The technique was conducted in reconnaissance and also during the action and observation steps of the research.

3. Test

Speaking tests were also done to obtain the information about the students' speaking skills before and after the implementation of pictures in the teaching and learning process of speaking. The tests were done twice, in the forms of pre-test and post-test. The researcher used speaking rubrics to collect the scores of the students' speaking performances. Furthermore, the results were used to see whether there were improvements after the actions or not.

4. Questionnaires

In this technique, the researcher distributed questionnaires to the students to get the supportive data about their opinions toward their interests, feelings, responses about the teaching and learning process and

the implementation of the media, and their abilities in speaking English as well. The questionnaires were distributed in the reflection step of each cycles.

5. Documentation

Besides using those main instruments, the researcher also used a supplementary instrument. They were to support the research to get more complete data. To document the teaching and learning process, she used a photo-video camera in the reconnaissance and in the action and observation steps of the research. The data was in the forms of photographs and videos.

Below is the table of the types of the data, the instruments used, and the techniques of data collection of the research.

Table 3: Types of data, instruments, and data collection techniques of the research.

Data	Instrument	Collection Technique	Usage
Pre-test score Post-test score	Speaking Rubric	Test (pre-test and post-test)	before and after the implementation
Field notes Checklists	Observation sheets and checklists	Observation	In reconnaissance In action and observation
Interview transcript	Interview guidelines	Interview	In reconnaissance In reflection
Questionnaires	Questionnaires	Questionnaires	In reflection
Photographs Videos	Photo-video camera	Documentation	In action and observation

F. Techniques of Data Analysis

As mentioned earlier, there are two types of data used in this research, qualitative data and quantitative data. To analyse the data, the researcher used qualitative data analysis and quantitative data analysis.

The qualitative data was analysed in several steps as Burn (1999) suggested:

1. Assembling the data

The data was collected according to the questions or problems to overcome. The researcher looked for broader patterns, ideas or trends that seem to answer the questions.

2. Coding the data

Once assembling the data was done, the next step was coding the data. It was to reduce the large amount of data which could be collected to more manageable categories. In developing the categories, the researcher managed the data into more specific patterns by labeling or giving codes.

3. Comparing the data

After the coding was complete, the patterns were compared to different sets of data (e.g. interviews compared with questionnaires) to see whether the respondent said the same things or contradicted.

4. Building meanings and interpretations

The researcher interpreted the data based on the previous steps to make some sense of the meaning of the data. In this step, there were some

processes of posing questions, identifying connection and developing explanation about what the research meant at the broadest level. It was followed by refinement of the personal theories about the meaning of the research.

5. Reporting the outcomes

This process was emphasized on how the data would be presented to the other.

Meanwhile, to analyze the quantitative data, the researcher used descriptive analysis in the form of mean. In this way, the students' scores in pre-test and post-test were compared to see the improvements of the students' speaking skills.

G. Validity and Reliability

There are five types of validity that should be fulfilled in doing an Action Research study as proposed by Anderson *et al.* (1994) in Burns (1999) including democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Nevertheless, this research study only used four types of validity which are presented as follows.

a. Democratic Validity

The democratic validity was fulfilled by allowing for the inclusion of multiple voices from the participants of the research. The voices were including opinions, thoughts, feelings, comments, expectations, and suggestions about the implementation of the actions during the research.

The process was carried out by having discussions with the English teacher and the researcher's peer collaborator. Meanwhile, the students were also involved in some interviews and fulfilling questionnaires in order to give their personal views related to the implementation of the actions and their expectations and suggestions for the next actions.

b. Outcome Validity

Outcome validity is related to the results of the actions that are successful within the research context. This validity was fulfilled by the improvement of the students' speaking skills. Therefore, the outcome of this research was the improvement of the speaking skills of the students' grade VIII in SMP N 2 Godean. Further, the researcher expected that this study would also overcome more than one problem in the practice.

c. Process Validity

The process validity was fulfilled through reflecting to the data and modifying the strategies to answer the questions appeared during the process. The researcher made sure that the students still go on learning although the research stopped. Besides, the researcher also involved other people to see from different perspectives in order to see the big picture of the process.

d. Dialogic Validity

To fulfil this validity, the researcher conducted some dialogues or discussions with the English teacher, the students, and some critical friends and then wrote all the data.

The reliability of the data in this research was gained by providing genuine data derived from field notes, interview transcripts, photographs, and students' speaking scores.

While, to obtain the trustworthiness, the researcher employed several triangulation techniques. They are time triangulation, data triangulation, and investigator triangulation. First, the research used time triangulation, which was to see the process not only in a discrete activity but as comprehensive activity which would be different each other in particular time. Next, data triangulation was used to collect valid data from different sources like interviews, observations, questionnaires, and visual data recorded. Investigator triangulation was also involved in this research to avoid subjectivity by employing some investigators to collect the data.

In addition, inter-rater reliability was employed in this research. The researcher involved more than one rater or scorer in assessing the students' performance. They were the researcher herself, the English teacher, and some English Education students.

H. Research Procedures

The researcher followed a model of Action Research procedure suggested by Madya (2006:67). The steps were conducted as follows:

1. Reconnaissance

The researcher conducted a preliminary observation in the classroom and some interviews with the English teacher and the students. In addition, she also conducted pre-test to see the students' performances. Those were to find the problems related to the teaching and learning process of speaking.

2. Plan

After identifying some problems, the researcher and the English teacher discussed the implementation of pictures as media to solve the problems and agreed to focus the materials on recount text. Therefore, the researcher developed a plan of actions in order to bring about the improvements:

- 1) using pictures in the teaching and learning process of speaking,
- 2) implementing picture-based activities to improve students' speaking skills,
- 3) giving feedback on students' performances,
- 4) accustoming students to accessing dictionaries,
- 5) giving handouts as daily materials.

To succeed the process of the actions in Cycle 1, she made the course grid and the lesson plan of Cycle 1 designed to be implemented in four

meetings. Besides, she also prepared the media needed, such as a slot board and pictures, based on the picture-based activities designed in the lesson plan.

3. Action

In this phase, the researcher implemented pictures in the teaching and learning process of speaking and the accompanying actions. The meetings of Cycle 1 were conducted in four meetings.

4. Observation

During the action, the research team collected the data through the act of observing and documenting the speaking teaching and learning process and the obstacles which might appear. Observation checklist was used to put marks on the aspects and activities done. The gained data from observations were then written into field notes.

5. Reflection

Finally, the researcher reflected on, evaluated and described the effects of the actions in order to make sense of what had happened and to understand the issues she had explored more clearly. In this phase, she interviewed the English teacher and the collaborator to know whether there were some improvements and obstacles during Cycle 1. To get the response from the students, the researcher did both interviews and distributing questionnaires. Based on the result of Cycle 1, the next cycle was considered to be conducted to make the significant improvements.

6. Revised Plan

Considering the result of Cycle 1, the researcher refined the actions and revised some mistakes and weaknesses of the previous actions. She planned the next cycle by making the course grid, lesson plan, handouts, and preparing some media needed for two meetings. The actions were:

- 1) using pictures in the teaching and learning process of speaking,
- 2) implementing picture-based activities to improve students' speaking skills,
- 3) giving feedback on students' performances,
- 4) accustoming students to accessing dictionaries,
- 5) giving handouts as daily materials,
- 6) giving rewards for the active students.

In this cycle, she focused more on proposing some pictured-based activities which provoked the students' active participations in group works and created fun competitive atmosphere in the classroom. At the end, she planned to give rewards for the students who actively participated in the learning process.

7. Action

In this phase, the researcher implemented pictures in the teaching and learning process of speaking and the accompanying actions. She did the implementation in two meetings.

8. Observation

During the action, the research team collected the data through the act of observing and documenting the speaking teaching and learning process and the obstacles which might appear. Observation checklist was used to put marks on the aspects and activities done. The gained data from observations were then written into field notes.

9. Reflection

The reflection in this cycle was to evaluate the result of the implementation of the actions. It was conducted by interviewing the research team and the students about their responses towards the actions. Besides being interviewed, the students were also asked to fill some questionnaires. As the result showed betterments and significant improvements, the research study was considered to be successful to solve the problems and to improve the students' speaking skills. In this way, the researcher needed to end her research study.

The research procedure can be seen in a figure below:

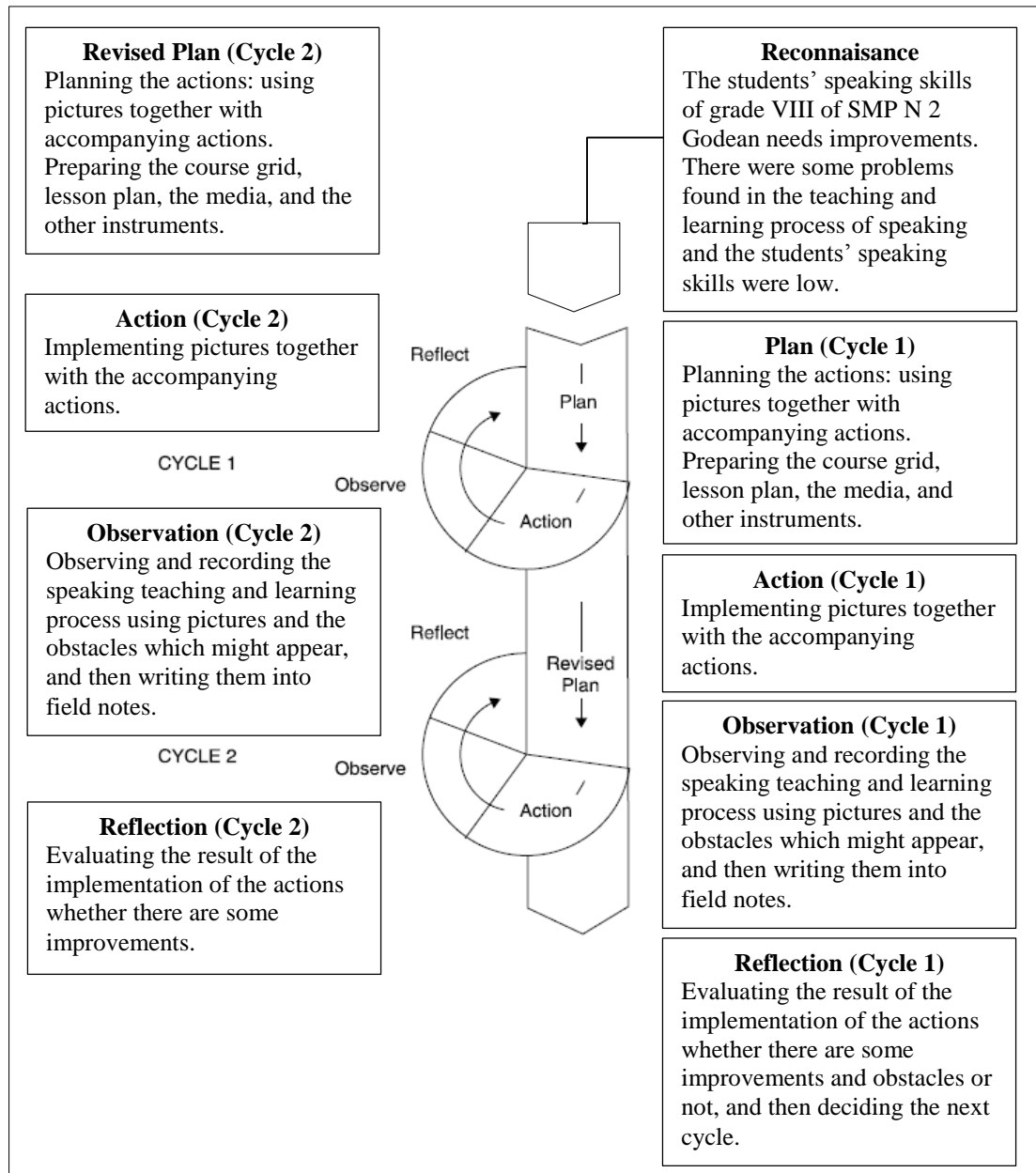


Figure 7: The Action Research Procedures (adapted from Madya (2006:67))

CHAPTER IV

RESEARCH FINDINGS

This chapter is divided into three sections. The first section is the reconnaissance. The second section is the implementation of the actions and the the last section is the general findings. The research was conducted in two cycles. The first cycle was conducted in four meetings and the second one was in two meetings. Finally, in the last section, the general findings are discussed. The results of the research in the form of qualitative and quantitative data are also presented to support the discussions.

A. Reconnaissance

Before conducting the research, the researcher held classroom observation and interviewed the English teacher and the students to gather the information of the speaking teaching and learning process of grade VIII at SMP Negeri 2 Godean. The interview with the teacher was carried out on September 14th 2013. While the classroom observation was done on September 25th 2013 in VIII C class and was continued by conducting interviews with the students after class.

To support the result of classroom observation and interviews, a pre-test was also conducted to gain the students speaking scores on each aspects of speaking, such as fluency, accuracy, pronunciation, and vocabulary, and to get a clearer description of the students' speaking skills. The result showed that their speaking proficiency was still low. From the pre-test, only few students

did the performance well. In the pre-test, some students copied their friends' works. During performance, most students relied on their notes. In fact, they did not perform a monologue, but read aloud the monologue. In addition, some of the students were hesitant to speak as they were not confident and felt afraid to make mistakes. They also had limited vocabulary. Besides, most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly.

1. Identification of the problem

According to the data gained from observation, interview, and pre-test, there were some problems found in the teaching and learning process. The problems identified are presented in the table bellow.

Table 4: The Field Problems in the English Teaching and Learning Process of Grade VIII C of SMP Negeri 2 Godean

No.	Problems	Codes
1	Most students were silent and passive.	S
2	Few students understood the teacher's explanation.	S
3	Most students were less confident to speak.	S
4	Most students were afraid of making mistakes to speak English.	S
5	The students had difficulties to express ideas orally.	S
6	The students had difficulties with grammar.	S
7	The students still had difficulties in pronunciation.	S
8	The students lacked vocabulary mastery.	S
9	The students got less chance to practice speaking.	S
10	The teacher focused on teaching pronunciation.	T
11	The teacher scolded the students who did not pronounce the words well.	T
12	The classroom interaction was mostly done between teacher-students.	TLP
13	The teaching and learning process rarely included speaking activity.	TLP

(continued)

(continued)

14	The speaking activities were merely focused on drilling pronunciation.	TLP
15	The teaching and learning process were monotonous and lacked fun activities	TLP
16	The students did not fully participate in the activities.	S
17	The students were bored and less motivated during the class.	S
18	Some students just copied their friends' works.	S
19	The students were less encouraged to work in groups.	TLP
20	Most students asked the teacher about the meaning of some English words.	S
21	Few students brought a dictionary.	S
22	The teaching and learning process lacked the use of media.	T
23	The teacher only taught using the materials from LKS.	T

S: Students T: Teacher TLP: Teaching and Learning Process

2. The Selection of the Problems to be Solved

After identifying the problems, the researcher and the English teacher decided to select the field problems based on the urgency level. The selection of the problems to solve are presented below.

Table 5: **The Selected Problems**

No.	Problems	Codes
1	Most students were shy and less confident to speak.	S
2	Most students were afraid of making mistakes to speak English.	S
3	The students had difficulties to express idea orally.	S
4	The students still had difficulties in pronunciation	S
5	The students had difficulties with grammar.	S
6	The students lacked vocabulary mastery.	S
7	The students got less chance to practice speaking.	TLP
8	The teaching and learning process were monotonous and lacked fun activities.	TLP
9	The students were bored and less motivated during the class.	S
10	Most students were silent and passive.	S
11	The students did not fully participate in the activities.	S
12	Few students brought a dictionary.	S
13	The teaching and learning process lacked the use of media.	T
14	The teacher only taught using the materials from LKS.	T

According to the selected problems above, the problems were affected by some factors, the students, the teaching and learning process, and the teacher.

The first factor was the students. The students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The students lacked confidence to speak because they were afraid of making mistakes. Therefore, they preferred to be silent and did not fully participate in the activities. They often mispronounced some English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only few students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor.

The second factor was related to the teaching and learning process, especially the classroom activities and speaking practice. The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Like in traditional methods, the classroom activities were focused on repeating after the teacher, memorizing a dialog, or drilling. As mentioned in the first chapter, it is important to provide opportunities for oral language to continue to grow in the classroom. Meanwhile, it was revealed that there were few opportunities for the students to practice speaking. Besides, it was said by the teacher that the concern of teaching speaking was mostly to prepare the students to join competitions, such as speech contests and the like. In addition, the focuses of National Examination

only cover the area of reading and writing. As the consequences, the limited speaking activities and practice taught in the class promoted to the students' low speaking abilities.

Lastly, the factor was related to the teacher. Media which were considered powerful to attract the students' attention were absent in the teaching and learning process. Thus, the students easily got bored. They were not interested and motivated during their learning. The teacher always taught the students using *LKS* of which the materials were not interesting. The students simply did the exercises in the *LKS* which did not provide the students with adequate speaking practices.

3. Determining the Actions to Solve the Selected Problems

Based on the previous discussion, the researcher, and the English teacher formulated some actions to overcome the problems. There were some actions that were planned as the result of the discussion. The relationship between the problems and the actions are presented bellow.

Table 6: **The Relationship between the Field Problems and the Actions**

No.	The Field Problems	Actions
1	Most students were shy and less confident to speak.	- Implementing picture-based activities
2	Most students were afraid of making mistakes to speak English.	- Giving feedback on students' performances
3	The students had difficulties to express idea orally.	- Using pictures in the teaching and learning process of speaking - Implementing picture-based activities - Giving feedback on students' performances

(continued)

(continued)

4	The students still had difficulties in pronunciation	- Implementing picture-based activities
5	The students had difficulties with grammar.	- Giving feedback on students' performances
6	The students lacked vocabulary mastery.	- Using pictures in the teaching and learning process of speaking - Accustoming students to access dictionaries
7	The students got less chance to practice speaking.	Implementing picture-based activities
8	The teaching and learning process were monotonous and lacked fun activities.	Implementing picture-based activities
9	The students were bored and less motivated during the class.	- Using pictures in the teaching and learning process of speaking - Implementing picture-based activities
10	Most students were silent and passive.	Implementing picture-based activities
11	The students did not fully participate in the activities.	Implementing picture-based activities
12	Few students brought a dictionary.	Accustoming students to access dictionaries
13	The teaching and learning process lacked the use of media.	Using pictures in the teaching and learning process of speaking
14	The teacher only taught using the materials from LKS.	Giving handouts for daily materials

The processes of determining the solvable problems and planning the actions to overcome the problems were considered valid as they fulfilled the concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the English teacher and the students' voices about their opinions, feelings, and expectation related of the English teaching and learning process were also accommodated.

Besides, some preparations were also made to succeed the implementation of the actions. They are:

- 1) developing the research instruments,
- 2) selecting the materials,
- 3) deciding the teaching and learning activities,
- 4) developing the course grid and the lesson plans,
- 5) designing the media, and
- 6) developing learning materials or handouts for students.

B. Research Process

The actions of this research were held up to the second cycle. Each cycle consisted of the same steps starting from planning, action and observation, and reflection of the cycle. The description of cycle 1 and cycle 2 will be presented below.

1. Report of Cycle 1

a. Planning

The researcher planned to conduct the first cycle in four meetings. The plans of Cycle 1 are presented as follows.

Table 7: The Action Plans and the Field Problems to Solve in Cycle 1

No.	The Action Plan	The Field Problem to Solve
1.	Using pictures in teaching and learning process of speaking.	Media were absent in the teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning. The students also had difficulties in

		expressing idea orally and lacked vocabulary mastery.
2.	Implementing picture-based activities.	Most students were less confident to speak because they were afraid of making mistakes. Not only having difficulties in expressing ideas, they also often mispronounced some English words. They lacked vocabulary mastery. Besides, their grammar competencies were also poor. Therefore, they preferred to be silent and did not fully participate in the activities.
3.	Giving feedback on students' performance.	Most students hesitated to express their ideas as they were afraid of making mistakes. The students still had difficulties in pronunciation and grammar. They could not pronounce some English words correctly. Besides, their utterances were grammatically incorrect.
4.	Asking students to access a dictionary.	To be able to speak, the richness of vocabulary was also important. However, they still lacked vocabulary mastery and there were only few students in the classroom who consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words.
5.	Giving a handout for dialy materials.	The teacher always taught the students using <i>LKS</i> of which the materials were not interesting. The students simply did the exercises in the <i>LKS</i> which did not provide the students adequate speaking practices.

The first action was using pictures in the teaching and learning process as the main media. It was aimed to stimulate students' interests, to improve their motivation, and to engage their attention in the teaching and learning process. The pictures were expected to enrich the students' vocabulary mastery as well,

as there were many items in the pictures which could be explored by the students. Through the pictures, students were given concrete ideas which could help them to speak.

The next action was implementing picture-based activities. It was aimed at providing the students fun speaking activities through the implementation of pictures with the expectations that the picture-based activities could improve their speaking skills. Firstly, the students were expected to be more confident and encouraged to speak. Secondly, the picture-based activities provided various and fun speaking exercises which gave more opportunities for the students to practice speaking. In the first cycle, there were some activities introduced to the students, they were *Picture Sequence activity*, *Story Line activity*, and *Hold up Picture Story activity*.

The third action was giving feedback on students' performance. The feedback would not only focus on the pronunciation but the other aspects of speaking. The action was expected that the students were be able to express their ideas better and grammatically correct. Besides, showing the positive aspects of their performance instead of merely showing their failings were also expected to be able reduce their fear in making mistakes.

The fourth action was accustoming students to accessing dictionaries. This was aimed to help the students in dealing with vocabulary and to make them not dependant on the teacher' explanations.

The last action was giving handouts for daily materials. The handouts were expected to help the students in learning as they were functioned as guidelines, consisting of materials and some tasks completed with the procedures, during the teaching and learning activities of speaking and could be re-learnt at home.

In addition, some instruments were also made to succeed the process of the actions in Cycle 1. Course grid and the lesson plan of Cycle 1 were designed to be implemented in four meetings. The media, as the important element of this research, were also prepared based on the picture-based activities designed in the lesson plan. They were a slot board and pictures. The next instrument prepared was observation checklists to help the research team during the observation. In connection with the reflection, some instruments were prepared such as questionnaires and interview guidelines.

b. Actions & Observations

The actions were conducted four times on October 10th, 12th, 16th, and 17th 2013. The research team shared some duties during the cycle. The researcher implemented the actions, while the English teacher and the collaborator observed the teaching and learning process. The complete descriptions of Cycle 1 is presented as follows.

1) First Meeting

The first meeting was started with building students knowledge about the today's material through having brainstorming. Firstly, the students were to

listen to a conversation between two people talking about their past activities. This was aimed at leading the students to the topic. The students were quiet and paid attention. After that, they had question and answers about the conversation and related it to the daily conversations done by the students. Further, she interacted with them to build their background knowledge deeper, covering the discussions about what topics they usually talked about.

Then, she provided them a model of spoken monologue about recount text as the input text. The monologue was about biking to a beach. She modelled the monologue while they were listening. Then, the class was asked to repeat after her. Next, they identified some difficult words and discussed the vocabulary together before coming to discussion about the whole text. After discussing the content, the class practiced pronouncing some new words from the text led by the researcher. As each student had got their handouts, the researcher asked them to focus on Task 4 (see Appendix I). The students studied some vocabulary and then were drilled to pronounce the words correctly.

Next, she explained about the generic structure and the language features of recount text such as the use of simple past tense, connectors, and action verbs. In this way, some distinctive characteristics between spoken and written texts were also explained. They were the use of gambits and the absent of titles in spoken texts as introduced in the model.

After that, she presented some pictures about the text model. These pictures caught their attention. The students were introduced with a simple picture activity namely *Picture Sequence activity*. In this task, they were asked

to simply sequence the pictures. Before they did the task, the class discussed the pictures one by one. The vignette below described the implementation of the pictures.

...“This is Maliki’s story.” said the resesarcher holding some pictures. She showed a picture and asked “What do you think? This is Maliki and her friend. What did they do?” the students answered, “Catch... catch fish.” “Oke, they caught some fish.” she corrected.
 ...She showed the second picture and they said “Sit down... sat down.” “Where were they? Where?” she added. They answered, “On the beach... sat on the beach, beach, beach.” After that, she showed the third picture, “Here, what did they do?” They ansverd directly, “Buy fish, buy fish!” ...

Field Note 2 – Appendix D

Before continuing the activity, the researcher explained the instructions. The students should match the pictures with the sequence of the events they heard by putting numbers on their wooksheets. Finishing the task, the students were asked to volunteery sequence the pictures in the front. The reaseacher had prepared the bigger pictures placed on a slot board. A student came to the front and did it well then. After that, she asked him to retell the story from each picture he sequenced in a very simple way. When he felt difficult to speak, she asked the others to help him by giving clues. The students looked very enthusiastic helping their friend telling the story in the front.



Figure 5: A student sequences the pictures.

The next activity was deconstructing the text. Guided by the researcher, the students were to find the action verbs, the connectors linking one event to another, and the parts starting from orientation to reorientation.

She noticed that some students still had difficulties in pronouncing some words such as *holiday* /'hɒl.ɪ.deɪ/, *bicycle* /'baɪ.sɪ.kl/, *experience* /ɪk'spɪə.ri.ənts/, and some verb 2 like *bought* /brɔ:t/, *rode* /rəʊd/, and so on. Therefore, she gave feedback to their pronunciations. They were very happy when they could pronounce the words perfectly. In addition, she also re-emphasized how written and spoken recount text were different.

To make the learning joyful, the researcher introduced a tongue twister to the students. She wrote it on the white board *She sells seashells on the seashore* /ʃɪ sels si:ʃels on ðə si:ʃo:r/. This was to introduce them some segmental features which might differ certain word meanings. To describe *seashore* without translating the word, she also drew the scenery of a beach on the white board. Firstly, the researcher pronounced all the words and then they repeated after her. Although they often got slipped, they were very excited practicing the tongue twister. The class was very noisy as all students were practicing the tongue twister and that was very good. Then, she invited a girl to perform and the student did it very well. After that, the others volunteered practicing the tongue twister in front of the class. When they were asked to speed their utterances up, they often mispronounced the words so that the others fell into laughters. However, they enjoyed the activity indeed.

2) Second Meeting

In the beginning of the meeting, the researcher started the lesson by reviewing the last material as captured in the following vignette.

...“Okay, so far, is it clear? The parts of recount text, what are they?” she checked their understanding. They answered, “Orientation, events, reorientation.” After that, she asked the students about the differences between written and spoken recount text. “Oral recount text, does oral recount text use a title?” she asked. They answered, “No!”....

Field Note 3 – Appendix D

She related the discussion on the previous materials. She also introduced the other expressions commonly used to start the monologue such as, “Hi, guys. I want to tell you about my story, I want to tell you about my experience, I want to tell you about my last holiday, without title.” Next, they recalled about the language features of recount text.

Then, she moved to Modelling of the Text. This way, she introduced another example of spoken recount monologue. They listened to her very carefully. After that they discussed the text and studied some new vocabulary. Students were asked to access dictionary as they found new words or dealt with difficult words. It was to accustom the students to being independent and to not always rely on the teacher’s explanation. However, there were some students who had no dictionary with them.

...The researcher said, “You can open your dictionary. “Who do not bring dictionary?” Some of them brought their dictionary and raised them to the air, “I bring, I bring....”, while some of them did not. Then, she asked them to bring dictionary for the next meetings.

Field Note 3 – Appendix D

Next, they studied Simple Past Tense deeper, in terms of Regular and Irregular Verb. Firstly, she explained about Regular verb of which the rule was adding the stamm by suffix *ed*. Moreover, she introduced three different sound of suffix *ed*, /t/, /d/, and /Id/ by giving them the samples of the verbs. Secondly, she gave some verbs belonging to Irregular verb. She let them pronounce all the words. And then, she checked and corrected their errors, for example: they pronounced word *played* as /pleyəd/, *displayed* as /displeyəd/, and the like. After studying the rules, they were told about the pattern of making simple past tense. The examples were provided to ease their understandings.

To deepen their understanding about simple past tense, they were introduced to the next picture-based activity. In pairs, they were to do exercise *Story Line activity*. Some pictures and a list of vocabulary were provided. Firstly, they discussed the pictures one by one whether they were understandable or not. Next, they studied the provided vocabulary, which could help them to make a past sentence for each picture. Some students asked the researcher about some difficult words, so she instructed them to consult the dictionary first. In addition, to avoid direct translations, she used gestures to explain the meaning. This activity asked the students to make a story through the helps of the story lines. Before conducting the activity, the researcher explained the instructions. It would last 15 minutes. The first step was making simple past utterances. There were five pictures reflecting one's actions. The students should make a statement based on the pictures. Picture number one had been done as the example. They could use the words choice provided in the

vocabulary list. The next step was making the story. In this steps, students were provided with an opening, connections of each events/actions, and the closing of the story. The first step dealing with pictures was a basic element to understand one of the language features of recount text, using simple past tense, which was later embedded in the part of events. During the activity, the students were very noisy. Some of them did not contribute in the group task. The researcher moved around the class to check their works and helped them intensively. Fifteen minutes had passed, she invited some pairs to tell each picture. After that, guided by the researcher, they made the whole story together based on the story line starting from the orientation, the connectors for each activities, and was ended by the comment.

Next, they moved to the next activity called *Hold up Picture Story activity*. In the beginning, the researcher showed the students some pictures. All students were curious to see them. When she asked six students to volunteery come to the front and hold the pictures, the students were very enthusiastic. Then, she gave a picture to each student randomly. They showed the pictures to the class. Unfortunately, the bell rang so the activity could not be completed.



Figure 6: The students are very enthusiastic doing *Hold up Picture Story* activity

3) Third Meeting

On the third meeting, the researcher continued the *Hold up Picture Story activity*. Firstly, she asked six volunteers to hold up the pictures. Then, she explained the procedures of the game and gave the big picture of the story. The class was to sequence the pictures by giving instructions to the ones holding the pictures in order to move in the right positions. She stood at the back letting the students decide, she just gave prompters and monitored the activity. The class was very noisy giving instructions to the ones holding the pictures to move right or left, but the atmosphere were good as the students enjoyed the activity and became more active and cooperative. After getting the right formation, the students assured the researcher that they had done. Then, she confirmed them which picture should be the first, the next, and so on and so forth. Finally, the students came back to their seats, while the researcher stuck the pictures on the white board.

The main activity was to make a story based on the pictures. This was a group activity. “Now, please make a group of four.”, she instructed them by explaining with the gestures. Unfortunately, the English teacher misunderstood the instruction. So, the teacher divided them into four groups consisted of eight members. The situation was quite messy as the English teacher and the researcher did not have the same idea so that the students were confused. Finally, the researcher followed the English teacher’s instruction as the grouping was set. Now, she had four groups and asked them to make a story based on the pictures. In this task, they had the same guidelines but they were

free to create the story. They should share ideas and cooperate well with other members. But then, she found that the students still had difficulties to memorize the action verbs of each pictures, so she decided to stick the key verbs on the pictures. Later on, as they found difficulties in finding the English words, they were allowed to ask their friends or to consult a dictionary.



Figure 7: The student accesses a dictionary

As the consequence of making such big groups, most students were noisy talking about unrelated topics to what they were discussing. So, while the students were doing the task, she moved around the class, moving from one group to another. She had discussions in each groups related to the pictures and the whole story. She provided opportunities for them to speak, one by one and also in group. She accommodated any ideas from them.

After consulting their works, the students had a group performance. Here, they were allowed to bring notes to help them delivering the story. Below is the photograph when they told the story to the class.



Figure 8: The students have a group performance

She appreciated all the stories and told them that no story was wrong and that they were very creative making the story.

Because the class was about to end, she decided to continue the next task in the next meeting. Finally, she gave them a homework. They were to create a new ending of the story in *Hold up Picture Story* using their own drawings. In the drawing, they should use the first five pictures of the story and add one or two pictures to create the new ending. The researcher drew the sample and showed it to the students. They could use any drawing tools like coloured pens/pencils, crayon, etc.

4) Fourth Meeting

To start the meeting, she firstly checked the students' works. Some of them were not ready to perform, some had not finished their works and some had not even started drawing. So, she gave them extra time to finish the drawings and to prepare their performances.

To build their confidence, she gave motivation to the students and appreciated their works as captured in these situations.

While she moved around the class, she found some drawings had been ready. The researcher asked, “Whose picture is this?” then she showed the picture and said “Class, look at this.” The English teacher added, “Very beautiful *kan?*”. “Yes, yes...!” they replied. She complimented, “It’s good, pretty good.” She and the class gave applauses and then they continued drawing.

Field Note 5 – Appendix D

They enjoyed drawing their stories. Some were well prepared with colored pens/pencils. They also shared the tools with their friends.



Figure 9: The students make their own drawings.

While monitoring their activity, she asked them what story they made. Through the deep question and answer, the students practiced in delivering their ideas. In this way, she could also observe their progress in speaking skills and gave the students corrections or feedbacks intensively.

Some student who did not bring a dictionary were allowed them to use the ones installed in their cellphones. However, they ended with playing games and accessing google translate..

To speed up, she invited them to individually perform in the front of the class but none of them was ready. Then, she called them who had finished their work one by one. The students were afraid and shy to perform. Nobody was

willing to speak up. They always refused to speak in front of the class. Finally, some of them managed to do it. During the performance, they still had difficulties in delivering the story. In fact, most of them just read aloud their notes.

Finally, to encourage the students, she said that she was satisfied with their performance and that they still needed more practices to improve their speaking skill. She told them not to rely on the text and read aloud the text all the time.

c. Reflection

As the plans had been implemented in the actions in the first cycle, the researcher, the English teacher, and the collaborator had a discussion. It was to reflect to the actions based on the observation, interviews, and and questionnaires filled by the students after the end of Cycle 1. As mentioned in Chapter 3, this was to fulfilled the democratic and dialogic validity of the research. The reflection was addressed to be an evaluation of the first cycle. Besides, it was used for planning the next actions of the next cycle. Having discussion, the research team found some strengths and weaknesses in the results of Cycle 1.

1) Using pictures in the teaching and learning process of speaking

Related to the action of using pictures as the media, in the Cycle 1, the researcher succeeded in attracting the students' interests in learning. Through the use of pictures which were implemented in some activities, the students enjoyed

the teaching and learning process as stated by the teacher in the following interview transcript.

-
- R : *Lalu kalau dari muridnya enjoy nggak, bu?* (Did they enjoy?)
 ET : *Wah enjoy banget itu, sangat enjoy. Kalau dilihat dari muridnya pelajaran dengan gambar not worried, enjoy. It is very very happy activity, I think menyenangkan itu kegiatan seperti itu, kalau English seperti itu kan akhirnya I like through the picture. (Yes, they enjoyed it very much. From the students' perspectives, they did not feel worried learning with pictures, they enjoyed instead. It was a very happy activity I think the activity was interesting. If English run that way, finally the students like English through the picture.)*

Interview Transcript 4 – Appendix B

In the first meeting, some students complained about the pictures as they were not colourful and not big enough. However, the problem was fixed in the next meetings. The researcher used pictures which were colourful, attracting, and clear enough. In the interview conducted with the students, the students also said that they enjoy the learning using pictures. Their voices are recorded in the following extract.

-
- R : *Menurut kalian gimana belajar bahasa Inggris dengan menggunakan gambar?* (What do you think about learning English using pictures?)
 S1, S2 : *Menyenangkan, interesting, Miss. (Interesting, Miss.)*
 R : *And then?*
 S1 : *Nggak bosen, mudah dipahami. (It's not boring and understandable.)*

Interview Transcript 6 – Appendix B

Through pictures, the students' vocabulary mastery were gradually increased. As stated by the teacher that the pictures provided many items which could enrich the students' vocabulary.

ET : *Plusnya yang lain, dengan gambar itu sangat membantu mengembangkan vocabulary untuk anak....* (Pictures are helpful to enrich the student's vocabulary....)

Interview Transcript 4 – Appendix B

The result of questionnaires below supported the students' responses towards the use of pictures during Cycle 1.

Table 8: The Questionnaire Result on the benefits of using pictures (in the teaching and learning process of speaking)

Statement	Option	Students' Choice	
The pictures motivate me to speak English.	Strongly Agree	12	37.50%
	Agree	20	62.50%
	Disagree	0	0%
	Strongly disagree	0	0%
The pictures help me to express my ideas.	Strongly Agree	5	15.63%
	Agree	23	71.88%
	Disagree	4	12.50%
	Strongly disagree	0	0%
I can enrich my vocabulary through the pictures.	Agree	18	56.25%
	Disagree	14	43.75%
	Strongly disagree	0	0%
	Agree	0	0%

From the questionnaires above, it can be seen that more than 50% of the students responded that pictures were beneficial for them. The use of pictures were effective to motivate the students, to guide them to express their ideas, and also to enrich the students' vocabulary mastery.

2) Implementing picture-based activities

The picture-based activities implemented in Cycle 1 were quite successful. These provided fun learning activities and gave more opportunities to the students to practice speaking. They were motivated as they learnt English in fun ways so that they were gradually brave to speak English. However, most

students were still not confident to express their ideas. When they were asked to perform in front of the class, nobody was willing to do it.

Next, the students' pronunciation also got better. They gradually pronounced the English words correctly and unstressfully, though some of them still mispronounced some words. It is proved through the following interview transcript below.

R : *Bagaimana dengan pronunciation-nya?* (What do you think about the students' pronunciation?)

ET : *Pronunciation-nya dari sebelumnya nggak begitu bagus kan dari tiga pertemuan itu sudah kelihatan merangkak better and better. Otomatis ya tidak semua anak tetapi dari mereka beberapa anak pronunciation-nya mulai confident, percaya diri, and happily,*
(In the beginning, their pronunciation was still weak. However, from those three meetings it can be seen that their pronunciation get better and better. Although not all the students improve their pronunciation, some of them pronounce confidently and happily....)

Interview Transcript 4 – Appendix B

The students' responses towards the activities were also positive. The following table is the result of the first questionnaire filled by the students.

Table 9: The Questionnaire Result on the classroom activities

Statement	Option	Students' Choice	
I experience a lot of speaking practice.	Strongly Agree	4	12.50%
	Agree	25	78.13%
	Disagree	3	9.38%
	Strongly disagree	0	0%
I experience individual work, pair works, and group works to do the tasks	Strongly Agree	7	21.88%
	Agree	22	68.75%
	Disagree	3	9.38%
	Strongly disagree	0	0%
The teacher creates various picture activities.	Strongly Agree	6	18.75%
	Agree	26	81.25%
	Disagree	0	0%
	Strongly disagree	0	0%

(continued)

(continued)

The activities using pictures are easy.	Strongly Agree	5	15.63%
	Agree	23	71.88%
	Disagree	4	12.50%
	Strongly disagree	0	0%
The activities using pictures are fun and interesting.	Agree	10	31.25%
	Disagree	18	56.25%
	Strongly disagree	4	12.50%
	Agree	0	0%

However, most students in the class still had difficulties dealing with simple past tense. The teacher explained that some students were still not confident to speak as they still had difficulties with the grammar.

R : *Problem yang masih kelihatan adalah membuat past tense ini, bu?*
(The problem faced by students was dealing with making past tense?)

ET : *Membuat past tense....* (Making past tense....)

Interview Transcript 4 – Appendix B

It was also supported by the students' voices that they were confused with the use of Verb II and how to formulate the verbs in a complete clause. It was revealed through the students' voices as follows.

R : *Materi yang miss kasih di empat pertemuan ini susah nggak?*
(What do you think about the material in this four meetings? Is it difficult?)

... ..

S1 : *Yang susah verb-verb itu lho.* (The ones dealing with the verbs.)

Interview Transcript 5 – Appendix B

R : *Terus ada kesusahan nggak waktu kegiatan-kegiatan itu?* (Then, did you face difficulties during the activities?)

S1 : *Kalo nyusun kata-kata itu, misalnya kalau past tense itu kan ada bedanya.* (Yes, arranging the words, for example in past tense the verbs have different forms.)

R : *Present dan past verb-nya itu berbeda?* (The present forms and the past ones are different?)

S1 : *Nah itu, masih bingung.* (Yes. I'm still confused.)

... ..

Interview Transcript 6 – Appendix B

Some weaknesses were also found during the implementation of picture-based activities. The first was related to grouping the students. As explained before that in the third meeting the grouping was not quite effective due to some factors such as there was a misunderstanding between the teacher and the researcher and also the groups were too big as it consisted of eight members each. The groups tended to be noisy and some members were chatting about unrelated topics. Some of them did not participate in their group works since they were busy with their own business. The other weakness was the instructions given by the researcher. Sometimes, she gave the instructions too fast, so that the students hardly understood them. The result of the questionnaires said that 31.25% of the students disagreed with the statement ‘The teacher instructions are clear and understandable.’ (See Appendix M). The interview done with the English teacher also revealed the same opinion. It can be seen in the discussion below.

... ...
 ET : *Actionnya itu bagus tapi kadang-kadang dari mbaknya kurang begitu jelas atau terlalu cepat sehingga ‘apa miss’ ..., kadang-kadang Anda too very fast to give instruction. (The actions were perfect but sometimes your explanations were not quite clear and too fast.)*

Interview Transcript 4 – Appendix B

The teacher suggested the researcher that after giving the instructions, the researcher should check the understanding of the students, ‘what should you do?’ to confirm the students what would they do. This way, the researcher could map what she wanted and what the students needed to do.

3) Giving feedback on the students' performances

The next was related to the action of giving feedback to the students' performances. This action succeeded improving the students' pronunciations. Besides giving feedbacks were focused on the students' performance in other aspects, like fluency, grammar, and vocabulary as well. The feedbacks were not only focused to the whole class, but also given privately to the students when the researcher did classroom monitoring. This was captured in the following extract.

While monitoring their activity, she asked them what story they made. Through the question and answer, the students practiced in delivering ideas. In this way, she could also observe their progress in speaking skills and gave the students corrections or feedbacks privately.

Field Note 5 – Appendix D

In addition, the researcher not always gave the feedbacks directly at the moment the students made mistakes, as usually done by the teacher before. As that might distract the students' concentrations during speaking performances and demotivated the students, she tended to write some list of mistakes and let them finish the activity first.

The researcher wrote some notes while the students were performing the monologues. Without interrupting their performance, she intended to give the feedback later after they were finished.

Field Note 5 – Appendix D

This action was believed to solve the matters related to the students' worries about making mistakes, difficulties in expressing ideas, grammar, and pronunciations as mentioned earlier.

4) Accustoming students to accessing a dictionary

In Cycle 1, accustoming the students to opening dictionary was quite successful. The students started to bring dictionary in the classroom. However, some of the students were still lazy to bring their dictionaries in English lesson. They were not aware of the benefits of using dictionaries. They did not bring dictionaries with them and preferred directly asking the researcher to consulting dictionaries so it made the class became crowded. As the researcher allowed them to use dictionaries installed in their cellphones, they ended with playing games and accessing google translate.

5) Giving handouts as dialy materials

The last action was giving handouts to the students. This was very helpful as the students were provided with a complete materials and speaking exercises completed with the procedures.

With regard to the interviews with the students and the discussion with the research team, all of the actions were effective to improve the teaching and learning process of speaking. The weaknesses which were still found would be fixed in the next cycle.

2. Report of Cycle 2

a. Planning

The researcher planned to conduct the second cycle in two meetings. The plans of Cycle 2 are presented as follows.

Table 10: The Action Plans and the Field Problems to Solve in Cycle 2

No.	The Action Plan	The Field Problem to Solve
1.	Using pictures in teaching and learning process.	Some students still had difficulties in expressing ideas. They did not know what to say in English as they lacked dictions.
2.	Implementing picture-based activities to improve students' speaking skills.	Some students were still shy to speak English and did not participate actively in the activities. The students still had difficulties in pronunciation, vocabulary, and grammar related to the use of simple past tense.
3.	Giving feedback on students' performance.	Some students were still shy to deliver their ideas. They still mispronounced some words very often. Most students also had the same problem in constructing simple past tense as they were still confused with the past verbs.
4.	Asking students to access a dictionary.	Some of the students were not aware of the benefits of using dictionaries. They did not bring dictionaries with them and preferred to directly asking the researcher to consulting dictionaries so that it made the class became crowded. As the researcher allowed them to use dictionaries installed in their cellphones, they ended with playing games and accessing google translate.
5.	Giving handouts as daily materials.	-
6.	Giving rewards to the active students.	Some students were not interested in joining classroom activities. Only few students were eager to raised their hands and answer the questions delivered by the researcher. Moreover, some students did not give their contribution during group activities.

The first action was using pictures in the teaching and learning process as the main media. It was aimed to stimulate students' interests, to improve their

motivation, and to engage their attention in the teaching and learning process. Through exploring the pictures, the students were also expected to be able to increase the richness of their vocabulary. Moreover, through the pictures, the students were given concrete ideas which could help and guide them to speak.

Next, the implementation of picture-based activities was modified in this cycle. The activities were focused on the speaking practices related to the use of simple past tense of which the students could not cope with during the first cycle. The activity was *Yesterday activity*. Through the fun speaking activities using pictures, the students were expected to be more confident and encouraged to speak. Another activity introduced in Cycle 2 was *Group Sequence Stories activity* where the students would be challenged to be creative making a monologue in certain period of time.

The third action was giving feedback on the students' performance. As the action was effective in helping the students to improve their fluency and also pronunciation during Cycle 1, the researcher would continue the action in this cycle. In this cycle, the action was expected to be able to solve the students' difficulties, especially in grammar. She also would maximize the rapport with the students, so that the students would not feel reluctant to ask questions and to consult their works with her. In addition, showing their achievement in toward the performance was hoped to keep the students' motivation.

The fourth action was accustoming students to accessing dictionaries. Since during Cycle 1, some students were still not aware of the important of

using dictionary, the researcher planned to keep asking the students to bring a dictionary at least each desk had a dictionary. It was aimed at minimizing the direct questions addressed to the teacher about difficult words as it made the class uncondusive.

The fifth action was giving handouts for daily materials. The handouts were expected to help the students in learning as they functioned as a guideline, consisting of materials and some tasks completed with the procedures, during the teaching and learning activities of speaking and could be re-learnt at home.

The last action was giving rewards to the active students. In Cycle 2, the action was aimed at boosting the motivation and at improving their involvement in the classroom activities. It was expected that they become active not only in participating the class activities in groups and in pairs, but also in doing individual activities.

To succed the process of the actions in Cycle 2, course grid and the lesson plan were designed to be implemented in two meetings. The media were also prepared such as pictures and picture cards. The next instruments prepared were observation checklists to help the research team during the observation. In connection with the reflection, some instruments were prepared such as questionnaires and interview guidelines.

b. Action and Observation

The actions were conducted twice on October 19th and 23rd 2013. The complete description of Cycle 2 is presented as follows.

1) First Meeting

In the beginning of the meeting, the researcher provided some pictures to activate the students' background knowledge. They were very excited once they got the pictures. In the activity, they were to predict what the pictures were about. The following extract shows the implementation of the pictures.

“Now, please look at the pictures. *Tentang apa itu gambarnya?*” she asked. The students answered, “*Liburan*”, “*Vacation*”, “*Camping*”, “*Picnic*”, “*School Trip*”. “*Ya,, coba lihat di atasnya bus itu ada tulisan apa?*” she asked. They replied altogether, “*School Trip!*” And then, they discuss the pictures one by one. She accommodated all their opinions before she told them the right ones about the pictures. They got the big pictures of the story and some new vocabulary from the pictures.

Field Note 6 – Appendix D

The visual aids seemed successful to attract the students' attentions and to stimulate them to express their ideas and opinions towards the given pictures. By exploring the pictures, the students also learnt some new English words which could enrich their vocabulary mastery.

Next, she modelled a monologue about the story from the pictures. The students were asked to listen carefully and to compare whether they had the same opinions and ideas. She modelled it while they listened to her carefully. In modelling the monologue, she also used gestures so that the students could catch the meaning of some words easier. She wrote the words on the board. Later on, together with the researcher, they pronounced the words. She also emphasized that the way of delivering the monologue was also important, such as the use of expressions, mimic, and gestures. In addition, joining sounds were

introduced to them as in its nature, speaking or fluent speech is not uttered word by word. After that, she focused on explaining the use of past verbs. She wrote some verbs on the white board, showing the changes of verb 1 and verb 2.

Next, she gave opportunities for them to work in pairs. In ten minutes, they should answer some questions related to the monologue. Some students delivered questions to her. For questions related to vocabulary, she asked them to access dictionary to find the meaning. The students' participated actively in the activity. It can be seen in the following extract.

When she offered who would discuss the first question, some students raised their hands, “*Saya, Miss.*” “*Miss, number 2.*” “*Number 3, Miss.*”, they were very excited. “*Okay, everyone. Siapa cepat dia dapat.* Who answered number 1?” She asked. “*Miss...*” Ivan raised his hand. She continued to the next questions.

Field Note 6 – Appendix D

Having finished discussing the monologue, the students were provided with a list of vocabulary. They had to find the meaning and how to pronounce the words correctly. This was to check their understanding after discussing the monologue and also to recheck whether they could pronounce them correctly or not. Besides, she also gave some examples and explanation about the use of those words.

After that, she move to the deconstruction of the text. In task 4 (see Appendix I), in pairs they were asked to find some information related to the action verbs, connectors, and also which part belonged to orientation, events, and reorientation.

To understand more about how to make simple past sentence, she explained the pattern consisting of Subject and Verb 2. It was continued by doing *Yesterday activity*. The activity focused the students on how to make simple past tense based on the given pictures. In *Yesterday activity*, the students were asked to work in a small group, consisted of four members. After the grouping was set, each group was provided with four sets of picture cards in four different colours, a pile of people was in pink, three piles of actions were in yellow, green, and blue. The students were opening and talking about the cards one by one to see what the pictures were.

Before conducting the activity, she asked the students to see the handout in Task 6 *Let's do 'Yesterday activity'* (See Appendix I). The handout gave clear guidelines of how to conduct the activity. However, some of them still did not know what to do. Then, she explained the procedures to the class. The class became noiseless and tried to catch the researcher's instructions. First, each student in the group was asked to hold a set with the same color. Some students looked confused, so to make it clear the researcher raised the pink set in the air. The students did the same way, meaning that they understood the instruction. She continued the explanations. The student with pink cards would initiate the activity through asking a question to the other members. The student should take a card first, which represented a picture of a person of which the name was written, and asked the other members of the group "What did ..(person's name).. do Yesterday?". The researcher took Joan as an example "What did Joan do yesterday?" Then, to answer the question, the second, the third, and the fourth

students needed to open a card from their cards they handed. This was for an example, the second student took an action of a person going to a market, so they could say “Joan went to a supermarket yesterday.” Other ideas were allowed as long as it suited the action on the cards. After the fourth student had the turn, the first student would restart the other’s people activities by taking the new card. Once they had finished all the cards, they might exchange the sets with the other members and then continued the same activity.



Figure 10: The group plays *Yesterday* activity.

To make it clearer, the teacher gave examples of how to conduct the activity. She asked one group to demonstrate it together with her, while the other groups paid attention observing the procedures. During the activity, she went to each group to observe and assist them. Sometimes, she also involved in the activity as a participant. The students enjoyed the activity very much.

After the activity was done, she gave feedback to their performance and reviewed the material about simple past tense. For self-learning, she gave them a list of regular verbs and irregular verbs completed with the rules.

2) Second Meeting

To start the meeting, the researcher reviewed the previous materials. She asked some students about the past form of some verbs to check the students' understanding about simple past tense. Then, together with the teacher, the students studied the list of regular and irregular verbs and the applications.

After that, they moved to *Group Sequence Stories activity*. In this activity, the students were asked to make a group of five and then were asked to choose the group leader. After setting the groups, the students listened to the teacher's instructions. They were provided with four pieces of pictures which would be given separately in every five minutes. Once they got the picture, they should maximize the time to share their ideas and discuss it with other members on the group.



Figure 11: The group shares ideas about the pictures.

Each picture required them to make two statements or more, which contained action verbs and the use of simple past tense. After five minutes, the leaders took the next picture and had the same discussion with the group. Getting the new picture, they should relate it with the previous one and add a connector to link the activities. This activity challenged the students' creativities as they

could freely interpret the pictures. Thus, each group might have different story from another. During the activity, the researcher moved around the class and came into each group to monitor their progress.



Figure 12: The researcher observes the group activity.

As some students did not bring dictionary, the researcher allowed them to use an electronic dictionary installed in their mobile phones. Though, it was under her control. After they had got all the pictures, they could refine the whole story and then compared their stories with others. She considered that the rest of the time was limited so she switched the activity in which the story was delivered by each representative of the groups.

The bell rang and the activity might be stooped. The researcher gave a glance comments and feedbacks to the students. Before she ended the class, she let the students nominate some students who deserved a reward. Finally, she gave the rewards and motivated the class to keep practicing speaking and be not afraid of making mistakes.

c. Reflection

As the plans had been implemented in the actions in the second cycle, the researcher, the English teacher, and the collaborator had a discussion. It was to reflect to the actions based on the observation, interviews, and and questionnaires filled by the students after the end of Cycle 2. This was to fulfilled the democratic and dialogic validity of the research. The reflection was addressed to be an evaluation of the second cycle.

1) Using pictures in teaching and learning process of speaking

In Cycle 2, the implementation of pictures in the teaching and learning process of speaking was successful. The pictures attracted the students' attention during the teaching and learning process. Besides, they also motivated the students to speak up as they provided illustrations and concrete ideas. It was proved by the following interview transcript.

-
- R : ... menurutmu bikin monologue recount itu pakai gambar lebih mudah? (...Do you think it is easier when you make it using pictures?)
- S1 : Lebih mudah, bisa mbayangkan ceritanya. (Yes. It is. I can imagine the story.).
- S2 : Heem, ide ceritanya pokoknya tinggal diomongin aja. (Uh uh. I can just express the ideas.)
-

Interview Transcript 15 – Appendix B

In addition, the pictures were also helpful to the richness of the students' vocabulary. The pictures served many objects, actions, and any representations which can be explored by the students.

-
- R : *Apakah belajar speaking menggunakan gambar itu bisa memperkaya kosakata kalian?* (Does learning speaking using pictures enable you to enrich your vocabulary?)
- S1 : *Iya, Miss. Kosakata kita jadi bertambah banyak.* (Of course, Miss. Our vocabulary mastery get increased.)
- S2 : *Iya, jadi banyak tau kosakata baru.* (Yes, I become understand some new words.)
-

Interview Transcript 15 – Appendix B

2) Implementing picture-based activities

The picture-based activities implemented in Cycle 2 were effective to improve the students' speaking ability, which include fluency, pronunciation, accuracy, and vocabulary. In Cycle 1, the students were still confused with simple past tense. After having some practices focusing on the use of past tense, the students got more understanding. Their grammar knowledge was improved.

-
- R : *Terus masih susah nggak sama tensesnya?* (Do you still have difficulties in the tenses?)
- S1 : *Lebih mudah sekarang.* (It is easier, now.)
- S2 : *Iya, sekarang lebih dong, lebih paham.* (Yes, now I understand more.)
-

Interview Transcript 14 – Appendix B

The activities using pictures provided fun learning activities and gave more chances to the students to practice speaking. As the learning was joyful, the students were motivated and enjoyed the teaching and learning process. This way, the students were not shy and silent anymore. Most students became more confident and active. They also actively participated in every tasks given either in group works, pair works, or individual works. Their improvements are revealed through the students' voices during the interviews with the researcher below.

-
- R : *Dulu Miss liat kayaknya masih malu-malu gitu ya kalo diminta ngomong pake bahasa Inggris, suka diem.* (Once, I saw that you were still shy as I asked you to speak in English, you kept silent.)
- S1 : *Iya, masih malu-malu, Miss.* (Definitely, I felt ashamed, Miss.)
- R : *Sekarang gimana?* (How about now?)
- S2 : *Sekarang lebih lancar.* (Now, I speak more fluent.)
- R : *Masih takut nggak buat bicara bahasa Inggris?* (Do you still feel afraid to speak English?)
- S2 : *Nggak, karena lebih bisa.* (No, because I am more capable.)
-

Interview Transcript 13 – Appendix B

-
- S2 : *Kalau sekarang ya lumayan lah, lancar sedikit walaupun ada yang salah sedikit lah.* (No, I speak more fluent, a bit fluent even though I still made some mistakes.)
- R : *Masih takut salah nggak?* (Do you feel afraid?)
- S1 : *Nggak lah, nggak takut banget kayak yang dulu.* (No, I don't. I am not that afraid like before.)
- R : *Jadi lebih PD?* (You become more confident?)
- S1 : *Iya lebih PD, percaya diri.* (Yes, I feel more confident.)
-

Interview Transcript 15 – Appendix B

Over all, the actions were successful as what had explained by the English teacher in the following discussion held after Cycle 2 was done.

-
- ET : I think their abilities are improved, your activities ask the student to do something and to do the performance well. The pictures increase their vocabulary, their pronunciation, their ability in English actually in the grammar, past tense.
- R : So do you think the pictures can enrich the student vocabulary?
- ET : Of course, also enrich and enlarge their knowledge, (Of course, also enrich and enlarge their knowledge,)
-
- R : *Lalu ini, di awal itu mungkin kalau disuruh berbicara kan not confident, lalu bagaimana sekarang ibu?* (In the beginning, the students were not confident to speak, so what about now, Mam?)
- ET : More confident, they try to show their ability 'oh I can do it'.
- R : *Masih takut nggak bu, ...* (Are still afraid of making mistakes?)
- ET : Some of them, one or two, but most of them *kebanyakan dari mereka sudah berani*. It's normal *kalau* only one *tapi* 90 *persen* *anak-anak* *sudah* can speak up. (Some of them, one or two, but most of them are brave. It's normal if there is only one student but 90% of the class can speak up.)
-

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R : Fluencynya, *kelancarannya bagaimana?* (What do you think about their fluency?)

ET : *Kelancarannya sudah bagus. Kesimpulannya fluencynya bagus, hasilnya baik, anak-anak enjoy. Kelasnya nggak boring and no one is sleepy. It is good enough. (It has been good. The conclusion is their fluency is good, the result is good, the students enjoy. The class is not boring and no one is sleepy. It is good enough.)*

Interview Transcript 10 – Appendix B

The students' speaking abilities were improved through the pictures. The use of pictures in some classroom activities increased their vocabulary, pronunciation, especially in the grammar, past tense. Most students looked more confident. It was said by the English teacher that 90% of the class could speak up. Since the activities were fun and interesting, the class were not boring and the students participated actively.

3) Giving feedback on the students' performances.

Through the action of giving feedback to the students, the researcher could improve the students' works covering the aspects of fluency, pronunciation, accuracy, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English. Instead of flooring the feedback directly to the class, she also maximized the rapport with the students in a small scale and or in a private consultation with them. This way was very effective since she could fullfil what the students actually needed. In other words, this action was successful in solving the matters related to the students's worries about making mistakes, difficulties in expressing ideas, grammar, and pronunciantions.

4) Accustoming students to accessing dictionary

In Cycle 2, most students became more aware of the importance using a dictionary to consult difficult words. Some students used dictionary books while the rest used electronic dictionaries. This action was successful since there were more students who brought dictionaries, at least there was a dictionary in each desk. It was revealed in the questionnaire result of Cycle 2 that 65.63% of the students agreed and 25% strongly agreed that dictionary helped them to find the word meanings (see Appendix M).

5) Giving handouts as a daily material

The handouts to the students were very helpful as the students were provided with a complete materials and speaking exercises completed with the procedures. This also minimized the students who wrote the materials on their notebooks during the speaking class.

6) Giving rewards to the active students

The action of giving rewards was effective to boost the students' willingness to participate actively in the speaking practices. Through the rewards, the students felt more motivated. Since the nature of the students was needed to be appreciated, this action was another way of appreciating the students' works besides praising and complimenting the students. It can be seen in the following extract.

“Ok now, which group will perform first?” she asked. A student raised his hand. “Good, your group is number 1”, she pointed the group. She showed the prize and said that it was limited to the best students. “Yeeee....”, the students were exited. The first group performed the monologue. ... When she asked, “Who is the next?” all students raised their hands. So she pointed the group one by one.

Field Notes 7 – Appendix D

In reference to the discussion above, it can be concluded that the actions of implementing pictures and its accompanying action were considered successful to improve the teaching and learning process of speaking which resulting to the improvements on the students’ speaking skills.

ET : Overall, good and we can say you’re success in your teaching and learning to improve the students’ skills.

R : Teaching with pictures?

ET : Heem. I think it is good and successful, your teaching using pictures can improve the students’ speaking skills and enlarge their vocabulary as well.

Interview Transcript 10 – Appendix B

Regarding the reflections of Cycle 2 that all actions were successful in improving the teaching and learning process of speaking and the objective of the research was achieved, the research team agreed to end the research in this cycle.

C. Research Findings and discussion

This study was began on October 10th, 2013 and ended on October 23rd, 2013. It was aimed to improve the speaking skills of the students of SMP N 2 Godean through pictures. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of

pictures and the complementary actions were successfully accomplished and the objective of the research had been achieved.

The research findings would be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the English teacher, the collaborator, and also the students. While, the quantitative data are derived from the speaking scores of pre-test and post-test and the result of questionnaires given at the end of each cycle.

Regarding to the implementation of those two cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2.

Table 11: The Change Result of the Improvement of the Action during Cycle 1 and Cycle 2.

The Actions	Cycle 1	Cycle 2
Using pictures in teaching and learning process of speaking.	Pictures were successful in attracting the students' interests and attention in learning. In addition, through pictures, the students were motivated and stimulated to speak as the pictures provided illustrations and new vocabulary which could be explored by the students.	In Cycle 2, the implementation of pictures in the teaching and learning process of speaking was successful. The pictures attracted the students' attention during the teaching and learning process. Besides, they also motivated the students to speak up as they provided illustrations and concrete ideas.
Implementing picture-based activities.	The picture-based activities implemented in Cycle 1 were quite successful. They provided fun learning activities and gave more opportunities to the students to practice speaking. They were motivated as they learnt English in fun ways so that they were	As the learning was joyful, the students were motivated and enjoyed the teaching and learning process. This way, the students were not shy and silent anymore. Most students became more confident and active. They also actively participated in every

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	<p>gradually brave to speak English. However, most students were still not confident to express their ideas. When they were asked to perform in front of the class, nobody was willing to do it. Some students still read aloud. The students' pronunciation also got better. They gradually pronounced the English words correctly and unstressfully, though some of them still mispronounced some words. Though they had practiced their grammar knowledge about simple past tense in the activities, most students were still confused with the use of simple past tense.</p>	<p>tasks given either in group works, pair works, or individual works. Their aspects of speaking were also improved, especially their understanding about simple past tense.</p>
Giving feedback on the students' performances.	<p>The action was effective in helping the students to improve their fluency and also pronunciation during Cycle 1. However, some students were still shy to speak English. They still mispronounced some words very often. Most students also had the same problem in constructing simple past tense as they were still confused with the past verbs.</p>	<p>Maximizing the rapport to the students, the researcher could give the feedback maximally to the students. The action of giving feedback to the students in cycle 2 could improve the students' works covering the aspects of fluency, pronunciation, accuracy, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English.</p>
Accustoming students to accessing a dictionary.	<p>In Cycle 1, most of the students brought their dictionaries in the classroom. However, some of them were not aware of the benefits of using dictionaries. They did not bring dictionaries with them and preferred to always directly asking the researcher to consulting dictionaries so that it made the class became crowded. As the researcher allowed them to use dictionaries installed in their cellphones, they ended with playing games and accessing google translate.</p>	<p>Most students became aware of the importance using a dictionary to consult difficult words. Some students used dictionary books while the rest used electronic dictionaries. This action was successful since there were more students brought dictionaries, at least there were a dictionary in each desk. In this cycle, few students relied on the teacher help related to vocabulary. The class also became more conducive than before.</p>

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Giving handouts as daly materials.	The handouts to the students were very helpful as the students were provided with a complete materials and speaking exercises completed with the procedures. This also minimized the students who wrote the materials on their notebooks during the speaking class.	It helped the students to learn the learning materials and do the speaking practices. From the handouts, they know what to learn and what to do.
Giving rewards to the active students.	-	In Cycle 2, the action of giving rewards was effective to boost their motivation and to improve their involvement in the classroom. They became active not only in participating the class activities in groups and in pairs, but also in individual activities.

Furthermore, the improvement on the teaching and learning process of speaking actually also affected the improvement on the students' speaking performances. In this research, the students' speaking ability in pre-test and post-test were scored. To avoid the subjectivity in scoring the students' performance, the research study applied investigator triangulation. Besides, inter-rater realibity was also used to make the data reliable. The scoring activities were done by the researcher, the English teacher, and the peer-collaborator. The summary of the result of the pre-test and post-test is presented below.

Table 12: The Result of Pre-Tests in each Aspect

Rater	Fluency	Pronunciation	Accuracy	Vocabulary
Rater 1	5.69	4.64	4.66	5.50
Rater 2	5.78	4.97	4.94	5.88
Rater 3	5.13	4.25	4.22	5.19
Mean score	5.53	4.64	4.60	5.52

Table 13: The Result of Post-Tests in each Aspect

Rater	Fluency	Pronunciation	Accuracy	Vocabulary
Rater 1	7.07	6.67	6.47	7.27
Rater 2	7.07	6.93	6.37	7.43
Rater 3	6.87	6.27	6.27	7.23
Mean score	7.00	6.62	6.37	7.31

In the pre-test, some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They tended to rely on their notes and even just read aloud the monologue. Their dictions were also limited. Most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly. Besides, their utterances were not linked perfectly one another.

Through the implementation of pictures, the students' speaking abilities were improved. The improvements were revealed from the result of the students' performances in the post-test. In the post-test, their grammatical mistakes were reduced and their pronunciation also got better. Their vocabulary was also varied. The students were more confident and fluent in delivering the monologue. Some of them were able to use facial expressions and gestures. In addition, the delivery of the monologue was equipped with connectors which linked their ideas well and some strategic devices applied during the performance to maintain the process of communication, such as pauses, fillers, and self-corrections.

Table 14 below will show the comparison between the students' mean score both in the pre-test and post-test. The gain data from the both tests is also presented.

Table 14: The Students' Mean Scores in Speaking Aspects

Test	Freq.	Fluency	Pronunciation	Accuracy	Vocabulary
Pre-Test	32	5.53	4.64	4.60	5.52
Post Test	30	7.00	6.62	6.37	7.31
Gain Score		1.47	1.99	1.76	1.79

The students' mean score in fluency aspect increased after the implementation of pictures. The students score increased 1.47 from 5.53 in the pre-test to 7.00 in the post-test. The mean score of the pronunciation aspect gained by the students is 1.99. In pre-test, the mean score is 4.64. After doing the actions, the mean score becomes 6.62. In accuracy aspect, the mean score is also improved. In pre-test, the mean score is 4.60. In post-test, the mean score becomes 6.37. The gain score obtained is 1.76. The last aspect is vocabulary which also reveals some improvements. The students' mean score in pre-test is 5.52 which increases into 7.31 in the post-test. It means the gain score is 1.79.

The improvements achieved by the students above are presented in the following chart.

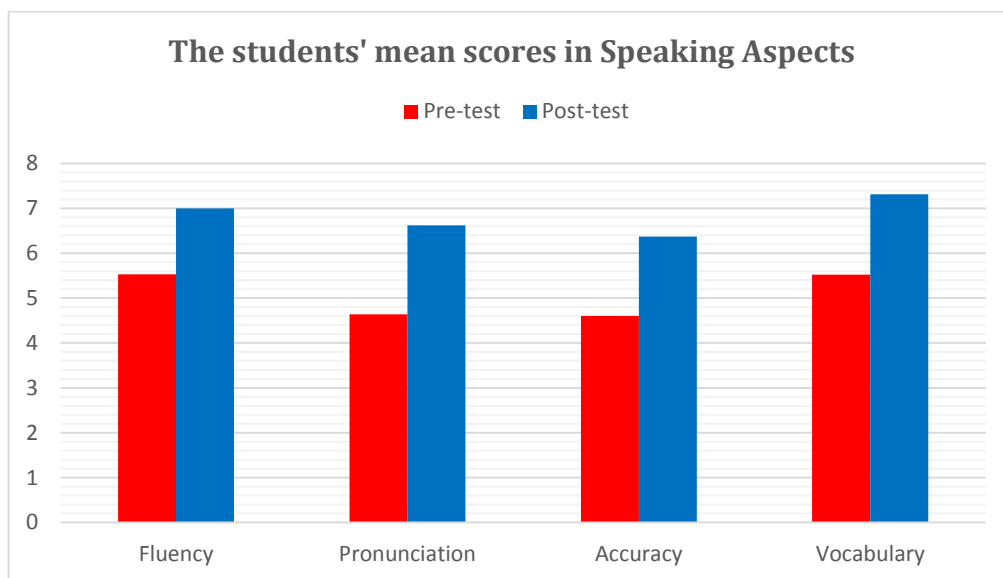


Chart 1: The students' mean scores in Speaking aspects

In reference to the discussion above, the students' speaking skills improved in four aspects of speaking which are fluency, pronunciation, grammar, and vocabulary. The general findings of the students' mean score in pre-test and post-test are presented in the table below.

Table 15: The Students' Mean Scores in the Pre-Test and Post Test

	Pre-Test	Post-Test	Gain score
Mean Score	20.22	27.30	7.08

Table 15 shows that the mean score of post-test is higher than the mean score of pre-test. The gain score of the students' speaking ability is 7.08 showing that there is an improvement of students's speaking skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the information about the conclusion of the research, implication, and suggestion. The explanation of each point will be presented as follows.

A. CONCLUSIONS

This research was conducted at the grade VIII of SMP Negeri 2 Godean. It was carried out from September to October 2013. The objective of this research study was to improve the students' speaking skills through the use of pictures. Based on the results and discussions in the previous chapter, it can be concluded that the implementation of pictures in the teaching and learning process of speaking is believed to be effective to improve the students' speaking skills.

The results of this research revealed the improvements contributed by the implementation of the pictures in the teaching and learning process of speaking in grade VIII of SMP Negeri 2 Godean. First, pictures were believed to be effective to improve the students' motivation. They were able to engage the students' attentions and interests during the teaching and learning process of speaking. Besides, the pictures could provide the students illustrations and ideas in their minds. Second, the improvement could also be seen in the teaching and learning process. The absent of media was solved through the

implementation of pictures. In addition, the pictures could provide various fun learning activities so they decreased the students' boredom during their learning. The students became more confident to speak and active in the classroom activities. Third, since the students were motivated and the speaking class ran well, the students' speaking skills, such as fluency, accuracy, pronunciation, and vocabulary were also improved. The use of pictures in the teaching and learning process, especially in the speaking practices, enabled the students to express their ideas into comprehensible monologues. The implementation of pictures and the other supporting activities were believed to be effective to facilitate the students to improve their speaking skills.

B. IMPLICATIONS

With regard to the result of the research, the implementation of pictures supported with its accompanying actions is successful to improve the speaking skills of grade VIII students of SMP Negeri 2 Godean. Pictures are able to attract the student's attentions and motivation in learning. The use of pictures in the speaking activities provided various speaking activities which could facilitate the students to improve their speaking skills. Therefore, as pictures are very beneficial to be implemented in the speaking teaching and learning process, it is suggested for the English teacher to use pictures as media in the teaching and learning process of speaking.

C. SUGGESTIONS

1. To the English Teacher

It is important for the English teachers to improve the teaching and learning process, not only in Reading, Writing, and Listening but also Speaking. It can be done by applying appropriate media so that the students will be motivated and interested in the teaching and learning process of speaking. If the students are motivated and interested in the teaching and learning process of speaking, the students can experience speaking practices joyfully. One of the media is picture. Pictures are considered effective to be implemented in the teaching and learning process of speaking. They are valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of speaking practices which are fun and able to improve the students' speaking abilities not only in the aspect of the students' pronunciation, but also their fluency, grammar, and also vocabulary mastery, and a focus of interest for students.

2. To the other Researchers

This research study is aimed at improving the students' speaking skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' speaking skills.

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APPENDICES

APPENDIX A

Interview Guidelines

BLUEPRINT OF INTERVIEW GUIDELINES

A. Planning

No.	Content	References	Items	
			For Teacher	For Students
1.	The obstacles in the teaching and learning process of speaking	Nunan (1989:18) Brown (2000:270)	<ul style="list-style-type: none"> - What are your obstacles or difficulties in teaching Speaking skill? - How do you deal with those problems? - In your opinion, what are difficulties faced by your students in learning Speaking skill? - How do you deal with those problems? 	<ul style="list-style-type: none"> - What are your problems in speaking? - How do you deal with those problems?
2.	The classroom activities	Brown (2001:271) Harmer (2004:271) Kayi (2006)	<ul style="list-style-type: none"> - In regard to speaking activities, what kind of activities you use to practice your students' speaking skill 	<ul style="list-style-type: none"> - Does your teacher often give you speaking practice? What are they? - Does your teacher involve you to choose the topic of the activities? - What are learning activities in your classroom you like to do very much?
3.	The teacher	Harmer (2007:108) Nunan (1989:19)	<ul style="list-style-type: none"> - How do you explain the materials? - Are the students motivated in learning Speaking? - How to give feedback in speaking activities? 	<ul style="list-style-type: none"> - Tell me about the teaching and learning process in your classroom. - Is the teaching and learning process interesting/good? - How does your teacher explain the material?
4.	The students' attitudes and speaking abilities	Graves (2000:103) Nunan (1989:36)	<ul style="list-style-type: none"> - Are the students active in the classroom activities? - What do you think about your students' learning achievement in learning English, especially in speaking skill? - Are their abilities as what you are expected? 	<ul style="list-style-type: none"> - Do you like English? Do you like to speak English? Do you practice your speaking skill regularly? - Do you enjoy the teaching and learning process in your classroom? - During the teaching and learning process, do you feel confident to speak English? - If you find difficult words when doing your tasks, how do you solve the problems?

No.	Content	References	Items	
			For Teacher	For Students
				<ul style="list-style-type: none"> - How about your achievement in learning English so far, do you think you need improvement? - What are your expectations in the teaching and learning process in relation with your achievement in learning English?
5.	Materials	Gower, et.al., (1995:77)	<ul style="list-style-type: none"> - Could you please tell me about materials that you use in the teaching and learning process? - What are your teaching resources? - Have you ever developed your own teaching materials? 	<ul style="list-style-type: none"> - What do you thing about the materials, are they difficult or easy? - Are they interesting?
6.	Instructional media	Gerlach, et.al., (1980:241)	<ul style="list-style-type: none"> - Do you use any teaching media to assist your teaching? - Have you ever developed your own teaching media? 	
7.	Assessment	Brown (2004:140)	<ul style="list-style-type: none"> - How do you assess or evaluate the students' ability whether it is improved or not. 	
8.	Media (Pictures in Language Classroom)	Wright (1989:2)	<ul style="list-style-type: none"> - Have you ever used pictures as media in teaching Speaking? - In your opinion, do you think such media are helpful to support the speaking practices? 	<ul style="list-style-type: none"> - Have you ever used pictures in the speaking activities, like sequencing, storytelling, having dialogues or games with pictures? - Do you think it is interesting and useful using pictures during teaching and learning process?

B. Reflection

No.	Sub-Content	References	Items	
			For Teacher	For Students
1.	The classroom activities	Brown (2001:271) Harmer (2004:271) Kayi (2006)	<ul style="list-style-type: none"> - What are activities suitable for teaching speaking to the students? - Do you think the students enjoy the activities? - In relation to the speaking practice, how do you feel about it? - Is there still any problems we should deal with? 	<ul style="list-style-type: none"> - What do you think about the activities? - What are learning activities you like and dislike to do very much? - Did your teacher ever use such activities? - Is there any the difficulties?
2.	The teacher	Harmer (2007:108) Nunan (1989:19)	<ul style="list-style-type: none"> - What do you think about the last teaching and learning process? - Do you find some problems occurred during the implementation of the actions? - Which part indicate some failures and improvement? - Do you have suggestions for the next teaching and learning process? 	<ul style="list-style-type: none"> - What is your opinion about my teaching? - Is the teaching and learning process interesting/good? - Is my voice clear and loud enough? - What is your suggestion for the next meetings?
3.	The students' attitudes and speaking abilities	Nunan (1989:36)	<ul style="list-style-type: none"> - Are the students active in the teaching and learning process? - What do you think about your students' learning achievement in learning English, especially in speaking skill? 	<ul style="list-style-type: none"> - Do you enjoy or last teaching and learning process? - How do you feel about your speaking skill? Is there any improvement?
4.	Materials	Gower, et.al., (1995:77)	<ul style="list-style-type: none"> - What do you thing about the materials, are they difficult or easy for the students? 	<ul style="list-style-type: none"> - What do you thing about the materials, are they difficult or easy? - Are they interesting?
5.	Media (Pictures in Language Classroom)	Wright (2004:2)	<ul style="list-style-type: none"> - Pictures can help the students in speaking in a good organization? 	<ul style="list-style-type: none"> - What about the pictures? Is it interesting? - Is it helpful for in Speaking?

APPENDIX B

Interview Transcripts

Interview Transcript 1

Day, Date : September 14, 2013

Topic : **Preliminary Observation**

Respondent : R (Researcher)

ET (English Teacher)

- R : *Bisa ibu jelaskan bagaimana proses belajar mengajar di kelas ibu.*
- ET : *Di kelas 8C? untuk KBM bagus, untuk apa eee... sikap anak bagus, untuk pronunciation otomatis depends on the teacher how to give the sample, how to guide them.*
- R : *Biasanya apa yang ibu persiapkan sebelum mengajar?*
- ET : *Ya itu materials, siswa ready or not to receive the materials.*
- R : *Lalu method atau technique apa yang biasa ibu gunakan?.*
- ET : *Sebetulnya pake Three-Phase Technique kalo nggak pake PPP.*
- R : *Kan misalnya kita mengajarkan language functions dengan teks genre apakah itu sama, menggunakan PPP?*
- ET : *Iya kan hanya tergantung pada lama pendeknya waktu itu tergantung the kind of the texts.*
- R : *Kalo biasanya ibu mengajar teks memakai Presentation Practice Production pernah tidak ibu memakai Genre-based yang ada 4 step itu bu? Atau lebih sering menggunakan . . .*
- T : *Eee.... PPP tadi, Presentation Practice Production.*
- R : *Baik. Kemudian untuk medianya, biasanya ibu memakai media apa saja?*
- T : *Pake lembar kerja siswa, buku, lembar kerja siswa LKS, mungkin eee... teacher's worksheet, handout.*
- R : *Kemudian untuk yang material-nya sendiri, untuk teaching materials-nya itu sumbernya ibu ambil dari mana saja?*
- ET : *Sumbernya ya LKS yang ada, buku-buku pegangan siswa, otomatis kita enlarge toh buku pegangan guru sedalam-dalamnya. Apa saja sumber buku yang bisa help the teaching and learning saya gunakan yang penting meet dengan SKKD.*
- R : *Lalu apakah ibu pernah mengembangkan bahan ajar sendiri? Atau media sendiri?*
- ET : *Kalo LKS sendiri nggak, tapi mungkin kalo buat sendiri mungkin jumble. Jumble tu kita buat sendiri karena itu apa namane saya membuat jumble lalu anak-anak arrange berdasarkan jumble di... jumble words atau sentence juga bisa. Atau tidak kalo asking help atau offering help, tak buat potongan-potongan satu asking satu offering terus kita ask the teacher terus ini... ini... apa accepting atau refusing. Yang kamu baca itu offering atau asking, itu kan untuk check the understanding of the students kan bisa pake potongan-potongan itu. Itu kan, they can work in pairs. Kalo jumble in group loh. In group, terus mereka nanti siapa yang paling cepet siapa yang paling . . .*
- R : *Lalu, bagaimana pendapat ibu tentang Speaking skill?*
- ET : *Very very important, but for SMP there is not Speaking skill test for formal test for example UNAS, Tes Standarisasi, there is not Speaking test. But in the end of our activity there is practice .. practice test for UAS, Speaking praktek ya itu they need... they need pretest by their selves. And*

present in front of the class, their performance, it is very important because pronunciation is one point to give evaluation and test. But in SMA it is very very important because there is debate competition in SMA so pronunciation is very important, if pronunciation is given in SMP is very important because they are prepared well to continue their study in the future, because there is a chain, mata rantai.

- R : *Lalu selain untuk test speaking skill selain untuk mempersiapkan study yang selanjutnya, kalau di SMP apa pentingnya dari speaking ini?*
- ET : Sometimes Dinas Pendidikan has English speech contest so our institution must hand the children to join the contest so it proves their pronunciation is good or not. I think it is very important. Unfortunately, *sayangnya dia* in the village location, but if our school in tourism area, I think pronunciation in SMP is very important, they want to contact when other tourist is okay to practice their pronunciation but the village is very limited to practice, I think.
- R : Speaking *sendiri kan tidak hanya* pronunciation, *nanti ada* fluency, *lancar atau tidak, lalu* grammarnya. *Bagaimana menurut ibu?*
- ET : What do you mean?
- R : *Mungkin nilai point yang penting itu misalnya pronunciationnya harus bagus, nah bagaimana dengan* grammarnya, *fluency-nya, vocabnya?*
- ET : I think all item are very important in English language. Not only the pronunciation but how they speak fluently and accurately if they don't know the grammar, how they can speak fluently so I think we cannot separate in one point one item with other item because language is very important and all the item are integrated, not item by item, I think
- R : *Lalu kemudian untuk speaking sendiri, bagaimana ibu mengajar speaking ke siswa-siswa ibu?*
- ET : Sometimes automatically in the first step is model. Number one they practice themselves by listening the teacher and I give time to practice for example I ask the student to do the homework or the answer of the test so automatically. Number one is okay, we always from beginning I always check the pronunciation for the seventh grade I always teach them correct pronunciation. Second grade also I can the pronunciation and in the third grade the know the pronunciation, know the meaning, correct pronunciation and correct..
- R : *Misalnya pemberian dalam practice, ibu, pemberian feedbacknya seperti apa? Apakah not that pronunciation, the pronunciation is not correct, secara langsung atau bagaimana?*
- ET : They listen first and the other student will smile or laugh in the pronunciation is wrong. Sometimes I do it directly, for example /ai don't know/, oh /ai don't now/ nah automatically and sometimes I let them to continue reading until it finishes and after that so I review so I will review again until they understand how to pronounce correctly. Sometimes directly sometimes I let them to read until they finish, and I give suggestion, I give advice how to pronounce the sentence atau the word correctly.
- R : *Kemudian untuk aktifitas sendiri bu, apa saja sih aktifitas yang dilakukan di kelas ketika pembelajaran tadi?*

- ET : Sometimes find information from other friends. I give clue to find the address, to find the name, sometimes in offering help to asking help they practice to read the offering to read the asking if their pronunciation is wrong or not right kan the other student kan smile or laugh. Eh, no no no. it's like this. Sometimes interview with other people, not other people, with other friend in the class to find information
- R : Interviewing? reading aloud gitu?
- ET : *Heem*. Reading aloud, asking and answering each other or one another.
- R : *Selain itu ibu, aktifitas yang lain ada nggak?*
- ET : *Untuk speaking?*
- R : *He'em*
- ET : Sometimes...
- R : *Mungkin drilling pronunciation itu tadi?*
- ET : Read the text in the class for example I have homework or I have the material before we answer the text, the student read first and the other listen the pronunciation of the text and after that have to get the answer
- R : *Kemudian waktu mengajar speaking itu ibu pernah menggunakan media? Misalnya gambar seperti itu*
- ET : Sometimes
- R : *Kalau iya berarti bisa ibu memberikan bagaimana sih implementasinya ketika menggunakan itu?*
- ET : For example I bring a teacher, a woman or animal or flower, we attach in the black board and please describe about, kalau the person ya, how about that person, is that beautiful ne ne ne,,, how about the animal ne ne ne ne. we ask the student to answer based on the picture.
- R : Question and answer ya bu?
- ET : Heem, and describe about the animal, the thing..
- R : *Tentang itu?*
- ET : *He'em*
- R : *Lalu ibu lebih ke speakingnya ibu? Langsung disitu atau murid itu misalnya membuat tulisan dulu atau gimana*
- ET : Directly. To teach the pronunciation lho, to teach the pronunciation is directly please describe about the teacher
- R : *Seberapa sering ibu memakai media tersebut?*
- ET : I think one semester is three times, twice, I never give the student very no more than three times may be
- R : *Kemudian menurut pendapat ibu apakah penggunaan media seperti itu bermanfaat untuk mendukung proses belajar mengajar?*
- ET : One of, I think many ways to teach pronunciation, to teach speaking to students, I think one of the ways is I use the picture. I think it is not limited with the pictures. We can give other object to teach the pronunciation the speaking to the students. I think we can use dialogue in the computer, in the HP, we can use many objects to teach pronunciation and speaking, many media is okay, when it is possible to use, why not?
- R : And then, *kesulitan apa saja yang dialami ketika mengajar?*
- ET : Some students sometimes very difficult to remember certain pronunciation, for example /faind/ itu /fin/ /fin/..although many times, every time the picture is teach the student but not all the students. /main/

itu /min/, terus could itu /kul/ would itu /wul/ kayak itu I don't know why and the certain pronunciation they are very difficult to understand, I don't know. Umpamanya /kud/ /ku/ /kud/ mesti /kul/, /sud/ /sud/ /sud/ mesti /sul/, /faind/ itu mesti /fin/, I don't know but some of the pronunciation is very easy for them but there are some certain syllable or pronunciation certain word itu very very difficult for the student. Please if you want to conduct a research study, there are some words which very difficult for student to remember how to pronounce such words for example *itu tadi* /fain/ mesti /fin/, *sulit memang*, /kud/ ya /kul/, *ada kata-kata tertentu yang* difficult to understand to pronounce.

- R : *Itu tadi yang untuk pronunciation ya, terus untuk ngajar speaking yang lain kesulitannya apa lagi ibu?*
- ET : *Untuk speaking? Untuk speaking atau pronunciation? Untuk speaking itu otomatis media kita medan untuk praktek itu limited, kalo mungkin kita main ke tourism area for example Prambanan itu I bring my students to visit the temple and I give free time to contact with the tourist to practice itu very efficient*
- R : *Tapi kalau ibu sendiri misalnya tanpa harus out door begitu, di dalam kelas menciptakan suasana yang seperti itu untuk overcome the problem atau lebih memilih misalnya ada treat seperti itu bu?*
- ET : *Satu-satunya jalan ya give picture from computer to anak-anak to observe the pronunciation and they looking the object is okay, it is efficient and not need a lot of money for them to practice*
- R : *Lalu untuk masalah yang tadi yang untuk pronunciation? Untuk mengovercome masalah itu apa yang ibu lakukan?*
- ET : *Give sample often, many time, many time, many many time, and sometimes directly to check the student pronunciation and give understanding how to pronounce and be careful if you meet this word sama /rait/ itu mesti bacanya /wrait/. /e raiter/ /wraiter/, /raiting/ /wraiting/ itu sometimes I give the correction directly may be and many time. I think the weakness is limited if we give some examples.*
- R : *Tadi correctionnya didrill berkali-kali seperti itu?*
- ET : *Ya. For certain student lho. I think not all student is very difficult to pronounce but some of them.*
- R : *Mungkin ada kesulitan yang lain selain dua itu tadi ibu, dalam mengajar speaking?*
- ET : *Nggak banyak yang terlalu kita tanyakan I think*
- R : *Lalu kemudian ke siswanya ibu, menurut ibu bagaimana tentang pencapaian siswanya dalam belajar, khususnya untuk yang speaking?*
- ET : *Pencapaiannya yang kelas berapa? Kelas 1, kelas 8?*
- R : *Kelas 8*
- ET : *Depend on the class, tergantung gurunya, bagaimana dia memberikan spirit, bagaimana memberi sample, bagaimana menjadi model, bagaimana memberikan dalam KBM itu depend on the teacher, I think is level lebih pinter gurunya I think the student is follow the teacher how to pronounce*
- R : *Lalu bagaimana dengan kelas yang ibu ajar sekarang?*
- ET : *Untuk 8 A, B, C?*
- R : *8c*

- ET : *Untuk 8c ya kita..*
- R : *Pencapaiannya bagaimana?*
- ET : *Pencapaiannya belum maksimal, kita harus ngasih passion, to give example of the pronunciation, about how to speak English well and give the exercise very often.*
- R : *Kemudian menurut ibu, apa sih yang dihadapi siswa sebenarnya ketika belajar berbicara bahasa inggris?*
- ET : *Not confident with their pronunciation, sometimes they are shy, malu, sometimes not confident so the teacher...*
- R : *Nggak berani mengungkapkan?*
- ET : *He'em. Sometimes afraid to make mistake, so it is the student task or duty to give confident to the student, so we give applause we give reward and give something to make the students happy because the student confident to speak English well atau fluently*
- R : *Yang pertama ada di masalah percaya diri itu bu?*
- ET : *Heem, kita harus membangunkan*
- R : *Lalu selain rasa percaya diri kira-kira apa yang menjadi kesulitan siswa untuk berbicara bahasa inggris itu?*
- ET : *Dari kendala ya.. actually mereka interesting and want to speak English well but kadang-kadang, nggak tahu ya, malu kadang-kadang nggak percaya diri ya karena lingkungannya limited untuk English speaking clubnya kan nggak ada ya, jadi kalau anak-anak itu sering dilatih dan diberi kepercayaan untuk...diberi reward atau sanjungan saya kira lama-lama slow but sure lama-lama hasilnya akan nampak sendiri*
- R : *Lalu kembali ke tadi, berhubungan dengan aktifitas di kelas misalnya untuk membuat siswa itu percaya diri, bukan dalam konteks drilling itu tadi tapi memberi kesempatan siswa untuk lebih practice sendiri misalnya grouping atau pair work, itu bagaimana ibu?*
- ET : *Bisa, aslinya pernah dilakukan tapi kan not always setiap aktifitas itu saya lakukan dengan itu, kadang-kadang karena kita tertuntut untuk menyampaikan materi, speaking itu kan waktunya sekedar seporosi apa yang kita dapatkan dari pembagian waktu mengajar di dalam kelas itu*
- R : *Baik, kemudian, bagaimana cara mengatasinya tadi by giving prise ya ibu, reward?*
- ET : *Heem, relax atmosphere may be*
- R : *Membuat atmosfer kelasnya lebih relax, nggak terlalu tegang? Dan mememoyivasi ya, ibu.*
- ET : *Heem*
Saran saya ya be passion, because our student is in the village, number two is the vocabulary is very very limited so if you will conduct PTK here is be passion, deal with language atmosphere, and make my student more confident with English is not very difficult for us, it is very important for our future because now English is very very familiar to speak to get knowledge and others
- R : *Terimakasih sekali atas waktunya*
- ET : *Okay*

Interview Transcript 2

Day, Date : September 25, 2013

Topic :

Respondent : R (Researcher)
S (Student)

- R : *Yang pertama miss mau tanya ya, kalian itu suka nggak sama bahasa inggris?*
- S1 : *Sedikit, tergantung suasana kelas lah mbak.*
- R : *Kalo gurunya enak kamu suka? Gurunya emangnya misalnya,,,kalian yang ngajar siapa?*
- S1 : *Miss Rina*
- R : *Tadi kalian mau bilang apa? Kalo gurunya enak, terus miss Rina kalau ngajar emangnya kayak gimana?*
- S1 : *Ya gitu lah*
- R : *Maksunya begitunya gimana?*
- S1 : *Ya pokoknya nggak enak aja.*
- R : *Dari apanya? Misalnya njelasinnya, atau...*
- S1 : *Nggak apa apa.*
- R : *Nggak apa apa, kan saya cuman tanya, simple aja ya jawabnya. Kalian suka ngobrol pakai bahasa inggris nggak?*
- S2 : *Suka. Suka kalau bisa, kalau nggak bisa ya nggak.*
- R : *Lah terus kalian sukanya apa sih kalau bahasa inggris? Ngomong bahasa inggris itu sukanya apa?*
- S1, S2 : *Recount text,*
- R : *Recount text yang kayak gimana? kalian kalau misalnya cerita past tense, yang lampau, kayak gitu berarti kira-kira seperti apa? Liburan misalnya ya, kemarin aku ke sini, kemarin aku pergi sama teman, nah itu berarti cerita apa itu?*
- S1 : *Past tense*
- R : *Kegiatan yang sudah berlalu ya, kan misalnya miss Rina itu kalau ngajar kayak gimana?*
- S1 : *Nggak enak.*
- R : *Njelasinnya?*
- S1 : *Njelasinnya itu ya enak sih, tapi kalo sedikit-sedikit moro rono, moro rene, terus aku dimarahin gitu lho*
- R : *Kenapa dimarahin? Biasanya kenapa?*
- S1 : *Nggak tahu. Misalnya...pye yo...*
- R : *Mudah nggak materinya? Mudah atau susah*
- S2 : *Susah.*
- R : *Susahnya? Susahnya karena nggak tahu artinya apa grammarnya susah, apa ngajarnya gimana?*
- S2 : *Tidak memahami*
- R : *Lha terus yang bikin susah ngomong bahasa inggris apa tadi? Memahaminya tadi? Oh ya dah, terus pelajarannya itu menyenangkan apa nggak sih? Fun nggak?*
- S3 : *Nggak*

[A teacher's coming and speaking]

- R : *Terus kegiatannya apa sih? Kegiatannya kayak apa biasanya kalo kelas speaking? Membaca atau dialog? Kegiatannya kalo speaking*
- S1 : *Membaca terus disuruh mengulangi*
- R : *Membaca aja? Udah?*
- S1 : *He'em*
- R : *Terus pernah speaking di depan kelas nggak?*
- S1 : *Tidak*
- R : *Terus, kegiatan speakingnya tadi apa? Misalnya reading aloud kayak gitu tadi ya, terus apa lagi? Games gitu pernah nggak?*
- S1 : *Enggak ya*
- R : *Role play? Games?*
- S1 : *Nggak pernah*
- R : *Pernah pakai media gambar nggak? Biasanya medianya pakai apa? Cuma buku aja?*
- S1 : *He'em*
- R : *Terus?*
- S1 : *Udah*
- R : *Bukunya buku apa?*
- S1 : *Buku LKS, sama laptop itu*
- R : *Dikasih tapi nggak pernah dipakai? Jadi pakainya LKS?*
- : *Heem*
- R : *Terus apa lagi?*
- : *Udah*
- R : *Terus pernah pakai gambar-gambar? Misalnya ngurutin gambar, pakai games apa kayak gitu?*
- : *Nggak pernah kok*
- R : *Menurut kamu kalau misalnya miss Rina nanti ngajar pakai kayak gambar gitu ya, menurut kalian gimana? Gambarnya nanti bisa dilihat gitu, pakai warna warni*
- S2 : *ya enak sih, bikin enjoy*
- R : *Nah kalian itu kalau lagi belajar bahasa inggris itu merasa percaya diri nggak sih kalau mau ngomong gitu? Kalau mau ngomong bahasa inggris itu rasanya gimana?*
- S1 : *Salah yo wes ben, tapi nek aku keluar dari mulut ya wis itu, salah ben*
- R : *Kalau kalian gimana?*
- S3 : *Sama kayak tadi*
- S2 : *Takut salah*
- R : *Biasanya? Kalau bisa ditempat dirembuk, tapi kalau disuruh maju agak gimana gitu ya?*
- S2 : *Heem*
- R : *Terus masalahnya kalian kalau mau ngomong bahasa inggris itu apa? Pertama tadi apa?*
- S3 : *nggak tahu artinya, takut salah,*
- R : *Terus apa lagi?*
- : *Sering dimarahi*
- R : *Apa, Sering dimarahi?*

- S1 : *Eh iya e, misalnya kalau sudah diterangin terus hari berikutnya lupa lagi, kan wajar to kayak gitu, dimarahi. Masak kemarin sudah diajarin dah lupa lagi.*
- S3 : *terasa kecu*
- R : *Kecu itu apa?*
- S3 : *Kecu itu*
- S2 : *Nggak sesuai omongan*
- R : *terus kalian misalkan tahu kalian belum bisa ngomong bahasa inggris gitu ya*
- S2 : *nggak tahu bahasa inggrisnya*
- R : *Heem, terus kalian biar bisa gitu caranya gimana? Apa ya kalo nggak bisa ya wis gitu?*
- S2 : *Translate*
- R : *Kalo nggak bisa biasanya tanya ke temen? Atau tanya ke ibu gurunya? Apa buka kamus, bawa kamus semua?*
- S2 : *tanya ke teman, baca kamus*
- R : *Menurut kalian, kemampuan kalian berbicara bahasa inggris itu gimana? Perlu diimprove, perlu ditingkatkan? atau ah aku dah hebat e*
- S1 : *perlu ditingkatkan*
- R : *Menurut kalian nih misalnya pengennya kalau pelajaran bahasa inggris speaking itu kayak apa? Pengennya pelajarannya kayak apa? Pelajarannya yang kayak apa gitu*
- S3 : *pake bahasa Indonesia*
- R : *pake bahasa Indonesia? Kan pelajaran bahasa inggris. Pengennya kayak apa kalo pelajaran bahasa inggris?*
- S2 : *pengennya kayak les gitu lho, kan disini diajar les tho, bahasa inggris. Gurunya datang ke sini itu semuanya games semua*
- R : *Jadi pelajaran yang menyenangkan gitu ya?*
- S2 : *Heem*
- R : *Oke deh, kayak gitu aja ya, miss pamit dulu nih. Sampai ketemu lagi ya*

Interview Transcript 3

Day, Date : September 26, 2013

Topic :

Respondent : R (Researcher)
S (Student)

- R : *Miss mau tanya, pelajaran bahasa Inggris itu susah nggak sih?*
- S13 : *Nggak.*
- S27 : *Ya nek tau artinya ya nggak susah, tapi kalo nggak tau artinya ya susah.*
- R : *Ooh, tapi suka nggak kalo ngomong pake bahasa Inggris?*
- S13 : *Suka.*
- S27 : *Yo tergantung.*
- R : *Biasanya kalo latihan speaking tu di kelas aja atau...*
- S13 : *Saya di rumah.*
- R : *Di rumah ngapain aja, Ega?*
- S13 : *Mmm... ngomong.*
- R : *Ngomong?*

- S13 : *Ya... baca-baca kamus.*
 R : *Ok. Terus, kelasnya Mrs.Rina itu menurut kalian kaya apa?*
 S13 : *Pelajarannya? Kalo lagi ngantuk ya membosankan, mba, pelajarannya.*
 S27 : *Maksudnya pelajarannya tu gimana?*
 R : *Ya... ngasih materinya susah nggak?*
 S27 : *Kadang susah, kadang nggak.*
 R : *Kalo di kelas, ini ngomongin speaking ya, kalo di kelas speaking pelajarannya ngapain? Pelajaran berbicara, misalnya...*
 S13 : *Dialog.*
 R : *Dialognya baca? Kaya apa coba?*
 S13 : *Ya, gitu. Yang di LKS LKS.*
 R : *Pakai media apa aja kalo ngajar?*
 S13 : *Buku, LKS.*
 R : *Buku paket?*
 S13 : *He em. Sama fotokopian-fotokopian gitu.*
 R : *Fotokopi kaya tadi?*
 S27 : *Buku paketnya jarang e...*
 R : *Jarang dipake?*
 S27 : *Jarang banget.*
 R : *Seringnya pake apa?*
 S13, S27 : *LKS*
 R : *Setiap hari, eh, setiap pelajaran?*
 S13, S27 : *Iya...*
 R : *Oh, gitu. Terus, selain itu nggak pake apa misalnya...*
 S27 : *Nggak.*
 R : *Nggak? Ada gambar, ada kartu, pernah pake nggak?*
 S12 : *Boro-boro...*
 R : *Misalnya nih, tadi kan nggak pernah pake gambar kaya gitu ya, paling dialog aja roleplay membaca teks. Menurut kalian kalo misal pake media kaya gambar-gambar, nggak cuma pake buku menarik nggak sih?*
 S13, S27 : *Ya menarik.*
 S12 : *Senang.*
 R : *Senang? Apalagi pelajarannya kan recount ya ini ya...*
 S27 : *Nek eneng gambare yo seneng, nek ra eneng gambare yo... ngantuk.*
 S12 : *Ngantuk ya.*
 R : *Tulisan saja gitu agak bosan? Nggak pernah misalnya pake game...*
 S13, : *Aah... boro-boro.*
 S27, S12 :
 S12 : *??? aja nggak pernah apalagi laptop.*
 R : *Pelajarannya Bu Rina yang paling disenengin itu apa sih?*
 S27 : *Kalo lagi gampang suka.*
 R : *Kalian PD nggak kalo ngomong bahasa Inggris?*
 S12 : *Takut kalo salah*
 S27 : *Ngucapinnya itu, Miss.*
 R : *Jadi pronunciation-nya masih bingung? Terus apa lagi susahnya? Tadi nggak tau artinya ya? Nggak tau pengucapannya? Kan misalnya susah ya, terus gimana caranya biar bisa? Kalo nggak tau artinya itu gimana?*

- S27 : *Haa... ya tanya Mrs.Rina*
 R : *Tanya gurunya? Biasanya bawa kamus nggak?*
 S27 : *Nggak pernah.*
 R : *Nggak pernah bawa kamus?*
 S13 : *Berat e...*
 R : *Ooh, berat.Ya, kalo nggak tau artinya tanya Mrs.Rina gitu? Sedikit lagi... menurut kalian kemampuan berbicara kalian gimana? Apa sudah puas gitu aku wes iso kok.*
 S27 : *Aah, nggak puas wong nggak tau artinya kok.*
 R : *Nah, tadi kan udah ngasih tau pelajarannya tu gini-gini... terus kalian tu pinginnya pelajaran speaking tu kaya gimana?*
 S27 : *Nggak mem-boring-kan.*
 R : *Nah, gitu aja ya, mba Ega, Weni...*

Interview Transcript 4

Day, Date : October 16, 2013

Topic : **Reflection for Cycle 1**

Respondent : R (Researcher)
 ET (English Teacher)

- R : *Terimakasih ibu, bagaimana menurut ibu, ini cycle 1 kan sudah selesai 4 meetings, terus what do you think about the teaching with me?*
 ET : *I think there are some weaknesses and some strengths.*
 R : *Kira-kira kekurangannya apa ibu?*
 ET : *The weakness, eh, the strength, they can do the activity together in groups and they help each other.*
 R : *Materi yang saya pilih sulit atau tidak, bu?*
 ET : *The material is not too complex but it is very difficult for the students to make past tense form.*
 R : *Jadi kekurangannya, siswa masih kesulitan membentuk kalimat past tense itu?*
 ET : *iya*
 R : *Nilai plusnya yang lain?*
 ET : *Plusnya yang lain, bagus untuk menambahkan vocabulary dalam membantu memilih kata-kata dalam gambar. Saya kira bagus banget untuk kedepannya saya kira, because may be this is not familiar with the material I think but very often to give material. Dengan gambar itu sangat membantu mengembangkan vocabulary untuk anak. Mereka can discussing the sentence by looking the picture. Make kreatif kosakata.*
 R : *Jadi kira-kira gambar itu membantu?*
 ET : *Membantu banget itu*
 R : *Lalu kemudian muridnya active nggak bu?*
 ET : *Oh very very active and no one are sleepy, nggak ada satupun yang ngantuk to, I try to do the best. And it is good you praise them, 'Oh very good.' or give applause so they feel happy and confident, 'Oh ternyata I can do'. Bagus banget itu. Karena ternyata kalau very very often ya, sering banget diberi kayak gitu I think not very difficult and it is challenging, menantang*

buat mereka itu, oh ternyata aku bisa, cuman untuk kata-katanya yang pas itu difficult, tapi kan sudah mendekati what we want.

- R : *Lalu kalau dari muridnya enjoy nggak?*
- ET : *Wah enjoy banget itu, sangat enjoy. Kalau dilihat dari muridnya pelajaran dengan gambar not worried, enjoy. It is very very happy activity, I think menyenangkan itu kegiatan seperti itu, kalau English seperti itu kan akhirnya 'I like English through the picture.'*
- R : *Tadi siswanya sudah enjoy, terus dari kegiatan aktifitasnya berbicaranya itu ibu, kira-kira bagaimana?*
- ET : *Speakingnya karena dia limited vocabulary saya kira mereka kalau seperti itu dinilai kan kelihatan banget kalau mereka lebih baik dari pada sebelumnya, oh apa anak-anak tadi, set up the tend, langsung ngerti bentuk keduanya, apa nak ini, I want that way, oh nggak boleh is, miss Gallis karena ini past tense, ini kan sudah understand how to make past form. Anak-anak tidak I go, I went, itu bagus banget otomatis mereka set up the tense 'slept', kok nggak boleh 'sleep' karena past tense, kayak gitu, awalnya kan banget banget. Last holiday, last week I went to, tidak 'I go to'*
- R : *Kira-kira problem yang masih ada di situ gimana bu?*
- ET : *Problemnya itu how to make past form, yang kedua confidence-nya percaya dirinya sudah mulai nampak kalau dia sudah menemukan itu dalam groupnya sudah bagus untuk selanjutnya very often kita memberikan pelatihan seperti itu akhirnya familiar and I think picture is very very useful for them to enlarge ...*
- R : *Jadi problemnya yang masih kelihatan ini membuat past tense ini?*
- ET : *Membuat past tense.*
- R : *Jadi membuat past tensenya itu masih kesulitan ya bu?*
- ET : *Heem. Kalo past tense itu terkuasai saya kira anak-anak tambah percaya diri, oh ternyata aku bisa.*
- R : *Kira-kira selain past tense itu?*
- ET : *Saya kira problemnya yang lain mereka kosakatanya, kosakatanya anak-anak kan terbatas tidak banyak sehingga otomatis kalau tidak dipandu dengan grammar mereka sulit untuk to express, mengekspresikan, aku pengen omong tapi dengan gambar-gambar itu kan otomatis kata-katanya akan keluar dengan sendirinya, gambar itu memancing anak-anak berfikir dan menemukan kata yang tepat untuk itu sehingga paling tidak kan make the students think effectively and active gitu lho*
- R : *Dari tiga pertemuan itu, kira-kira apa sih bu yang terlihat dari sebelum sampai saat ini?*
- ET : *Sebelumnya anak-anak nggak begitu banyak memahami kata-kata dalam bahasa inggris tanpa gambar, dengan gambar kan otomatis ke positifnya mereka aktif. Yang kedua mereka bisa menemukan kalimat sesuai dengan gambar-gambarnya, itu positif banget, terus mereka akhirnya terpacu, terbiasa untuk membuat kata-kata dengan gambar-gambar yang ada*
- R : *Termotivasi ya bu ya?*
- ET : *Termotivasi.*
- R : *Lalu bagaimana dengan pronunciation-nya?*
- ET : *Pronunciationnya dari sebelumnya nggak begitu bagus kan dari tiga pertemuan itu sudah kelihatan merangkak better and better. Otomatis ya*

tidak semua anak tetapi dari mereka beberapa anak pronunciation-nya mulai confident, percaya diri, and happily, mereka learning and speaking itu happily, dengan senangnya.

Di awalnya agak malas, tapi sekarang apalagi nanti diadakan lagi diadakan lagi kan oh ternyata menyenangkan ya, English through picture itu ternyata very enjoyable gitu.

- R : *Terus kemudian dalam penerapan kegiatan belajar mengajar ibu, implementasinya kira-kira ada masalah nggak bu, dalam penerapan ini?*
- ET : *Saya kira enggak, medianya nggak ada masalah, selama guru itu pinter mencipta gambar dan memberikan pelajarannya saya kira anak itu akan enjoy and follow us easily.*
- R : *Mungkin dari action-nya, kira-kira itu ada problemnya nggak bu?*
- ET : *Problemnya dari action sebagai guru otomatis kita harus prepare well, otomatis sebagai guru kan kita prepare well the material and kaprahnya itu kan otomatis bagi guru kan double preparation for the teacher is more active than before, untuk anaknya saya kira nggak ada problem*
- R : *Untuk gambarnya bagaimana, bu?*
- ET : *Nggak ada masalah. Saya kira big enough, cukup besar untuk dipakai dalam kelas, not too small not too big I think it is colorful too, berwarna so the students are happy to see the picture, and think the students creative enough to get the material like this*
- R : *Kemudian adakah yang mengindikasikan kegagalan atau problem?*
- ET : *Kalau kegagalan nggak, tapi the teacher must be passion, sabar to apply, to give, to face the students because they have limited vocabulary, tapi kalau sudah dilatih saya kira no one cannot do it.*
- R : *Kemudian kira-kira ada saran gitu ibu? Ini kan cycle satu selesai, untuk nextnya?*
- ET : *Sarannya berilah gambar yang lebih menantang, saya kira otomatis untuk ini saran saya nggak begitu banyak, teruskan dan saya kira bisa diterapkan bahwa gambar-gambar bisa help the students to enlarge their vocabulary and their pronunciation but we must accompany to prove their pronunciation, but it is okay to lead the students to speak naturally but we must give the right pronunciation*
- R : *Give feedback gitu ya bu?*
- ET : *Heem, give feedback and make they confident to speak English fluently, I think it's okay*
- R : *Sarannya itu bu, mungkin di action final?*
- ET : *Actionnya itu bagus tapi kadang-kadang dari mbaknya kurang begitu jelas atau terlalu cepat sehingga 'apa miss' jadinya kan, ya maklum ya namanya anak-anak, kadang-kadang too very fast to give interaction. itu tadi make group of four, saya kira dijadikan empat dalam satu kelas, kayak gitu lho. Tapi instructionnya must clear enough and how to handle the students correctly, saya kira anak-anaknya cukup semangat untuk itu*
- R : *Apa instruksinya dalam bahasa inggris itu terlalu....*
- ET : *Oh nggak, kalau jelasnya jelas, tapi kadang-kadang terlalu cepat terus anak-anak, 'ngomong opo sih' gitu, maklumnya lah anak, after give interaction take the understanding of your interaction exactly. 'what should*

you do?' so network to give interaction and the students what will the students do, so map what you want and what will they do

- R : *Ada yang lain, ibu?*
 ET : *Nggak, bagus sudah untuk yang itu, dari suara bagus, Cuma untuk instruksinya kadang not clear enough tapi sudah...untuk anak-anaknya saya kira sudah cukup kreatif, untuk pengembangan kesana ya itu tadi, kalau diadakan secara continue saya kira akan berhasil itu untuk enjoy the learning speaking through the picture, saya kira tidak hanya recount saja kan bisa juga narrative, but the weakness is the teacher must prepare the material well,*
 R : *Challenging?*
 ET : *For the teacher it is challenging but for the students is oke oke saja because they have many kinds of teacher and as, for the teacher enjoy saja, banyak gambar itu kan makin kaya itu...itu bagus menurutku untuk gambar itu saya kira more interesting. Untuk pertama kali memang nilainya seperti itu ya kayaknya belum fix.*

Interview Transcript 5

Day, Date : October 17, 2013

Topic : **Reflection for Cycle 1**

Respondent : R (Researcher)
 S (Students)

- R : *Miss mau tanya nih, kira-kira kegiatan kita tiga hari empat hari ini bagaimana?*
 S1 : *Enak,*
 S2 : *Menyenangkan, Miss.*
 S1 : *Ada bosennya, ada senengnya.*
 R : *Bosennya kenapa?*
 S1 : *Kalau lagi nggak mood*
 R : *Kalau senengnya ya kalau lagi mood gitu? Ok. Terus dari kemarin kita belajar itu kegiatan yang paling menyenangkan yang mana? Yang paling seneng*
 S1 : *Yang nyusun gambar*
 R : *Senengnya kenapa?*
 S1 : *Ya...*
 R : *Sebelumnya belum pernah kayak gitu? Sebelumnya ada kegiatan kayak gitu nggak?*
 S2 : *Nggak, paling pakai LKS terus, bosen.*
 R : *Terus kesulitannya apa?*
 S1 : *Kalau bikin kalimat, kalimatnya lebih susah. Kayak verb2 gitu lho, diganti jadi verb berapa itu susah banget.*
 R : *Jadi verb2 itu bentuknya masih agak susah ya?*
 S1 : *Heem.*
 R : *Masih belum ya...tadi ngajarnya jelas nggak? Suaranya kurang pelan atau kurang kencang?*
 S1 : *Sudah pas*
 R : *Terus enjoy nggak pelajarannya?*

- S1 : *Ya enjoy*
 R : *Terus materinya susah nggak sih?*
 S1 : *Yang mana?*
 R : *Materi yang miss kasih selama tiga hari ini susah nggak?*
 S1 : *Ya ada susahnya ada nggak*
 R : *Yang susah yang apa?*
 S1 : *Yang susah verb-verb itu lho*
 R : *Oh pokoknya yang masih susah verb-verb itu ya?*
 S1 : *Heem.*
 R : *Tapi materinya menyenangkan nggak topiknya?*
 S1 : *Heem.*
 R : *Seneng ya? Biasa, dekat ada yang pernah camping gitu ya? Ada yang pernah holiday, liburan, hampir sama ya ceritanya. Terus kira-kira gambarnya gimana? Kurang besar, kurang menarik atau kayak gimana?*
 S1 : *Pas.*
 R : *Suka yang colorful apa...*
 S1 : *Hitam putih*
 R : *Tadi kan disuruh bikin gambar sendiri tu, kira-kira gimana?*
 S1 : *Mosok nggambar*
 R : *Ya nggambarnya nggak usah susah-susah, yang simple aja. Ya kita nggambarnya bantu nggak, oh ini apa sih, nggak tahu inggrisnya tapi dari gambarnya tahu ya?*
 S1 : *Heem*
 R : *Terus kira-kira dulu sama sekarang, kamu ngomong bahasa inggrisnya gimana? Ada bedanya atau sama aja?*
 S1 : *Lebih berani, Miss.*
 R : *Dulunya diam gitu?*
 S1 : *Nggak sih sama aja*
 R : *Ssetelah kalian belajar sama Miss tiga kali ini ngomongnya gimana? Ada perubahan nggak?.*
 S1 : *Ya nek kita itu pengen maju tapi nek nggak bisa ya wes*
 R : *Sebenarnya pengen maju gitu ya, tapi masih nggak dong? Kira-kira sekarang ngomongnya masih susah nggak?*
 S1 : *Nggak*
 R : *Sekarang lebih paham gitu ya? Pronunciationnya ya? Terus yang lain lebih berani apa...masih diem nggak sih? Sekarang masih diem nggak?*
 S1 : *Kalo misale disuruh tapi raiso ngono ki, aku meneng wae, tapi kalo disuruh, bisa, nah...*
 R : *Kira-kira bisanya yang kayak apa? Materinya? Nggak bisanya itu kenapa sih? Apa karena nggak tahu artinya apa...*
 S1 : *Nggak tahu artinya terus nggak bisa njawab*
 R : *Tadi bawa kamus nggak?*
 S1 : *Bawa*
 R : *Jadi kalau nggak tahu bawa, eh, buka kamusnya?*
 S1 : *Iya*
 R : *Terus kira-kira besok pengennya kayak apa pelajarannya? Mestinya kayak gini, mestinya kayak gitu..pengennya*
 S1 : *Ya kayak permainan tadi*

- R : *Kayak permainan tadi gitu aja ya?*
 S1 : *Heem. Tapi permainannya ya jangan kayak gitu-gitu terus*
 R : *Iya, tapi yang semacam itu ya?*
 S1 : *Heem*
 R : *Ok deh, terimakasih*

Interview Transcript 6

Day, Date : October 16, 2013

Topic : **Reflection for Cycle 1**

Respondent : R (Researcher)
 S (Students)

- R : *Ini namanya mbak Dhea ya?*
 S : *Iya, Mbak.*
 R : *Terus ini satunya namanya?*
 S2 : *Yovi*
 R : *Menurut kalian gimana pelajarannya? Ngajarnya kayak gimana?*
 S1, S2 : *menyenangkan, interesting*
 R : *And then?*
 S1 : *Nggak bosen, mudah dipahami.*
 R : *Mudah dipahami?*
 S2 : *Contohnya apa ya, nggak bisa diungkapkan dengan kata-kata*
 R : *Terus dari tiga hari ini yang paling nyenening yang mana kegiatannya?*
 S1 : *yang tadi*
 R : *Yang apa? Yang nyusun cerita kayak gitu?*
 S1 : *Heem*
 R : *Trus yang lainnya? Yang paling nyenengin itu ya, kenapa?*
 S2 : *karena bisa bercanda*
 R : *Sebelumnya pernah kayak gitu nggak sih?*
 S1, S2 : *Nggak pernah*
 R : *Terus ada kesusahan nggak waktu kegiatan-kegiatan itu?*
 S1 : *Kalo nyusun kata-kata itu, misalnya kalau past tense itu kan ada bedanya*
 R : *Present past itu beda?*
 S1 : *Nah itu*
 R : *Verb2nya yang masih susah ya?*
 S1 : *Iya*
 R : *OK. Selain itu ada nggak? Ngomongnya gitu, pronunciation*
 S1 : *Nggak*
 R : *Jadi susah yang nyusun itu ya?*
 S1 : *He'em*
 R : *OK. Terus tadi pelajarannya menyenangkan ya. OK. Terus suaranya jelas nggak? Terdengar sampai belakang?*
 S2 : *Terdengar*
 R : *Sudah kenceng apa kurang kenceng suaranya?*
 S2 : *Kenceng*
 R : *Terus kalian enjoy nggak sih waktu pelajaran?*
 S1, S2 : *enjoy, very very enjoy*
 R : *Terus kalau grouping tadi lebih mudah ya? Apa lebih susah?*

- S1 : *lebih mudah*
 R : *Kemarin misalnya disuruh bikin cerita sendiri?*
 S1 : *Kesusahan*
 R : *Tapi kalau ada temennya gampang gitu ya, sharing gitu ya?*
 S1 : *Iya*
 R : *Ok. Terus misalnya gini, sebelum miss ngajar sama habis ngajar cerita ini, kira-kira lebih ada tambahnya nggak, sekarang aku lebih ini lebih ini? Ada nggak, apa lebih takut apa lebih malu?*
 S1 : *lebih tahu*
 R : *Kita kan tadi pakai gambar ya. Menurutmu gambarnya gimana?*
 S1, S2 : *Bagus, besar*
 R : *Kira-kira itu membantu nggak?*
 S1, S2 : *Membantu*
 R : *Sebelum pakai gambar sama sesudah gimana?*
 S1 : *sebelumnya itu masih kurang memahami, setelah pakai gambar itu tahu, oh kayak gitu*
 R : *Abstrak gitu ya? Oh kayak gitu kegiatannya..*
 S1 : *Heem*
 R : *Terus yang lainnya apa?*
 S1, S2 : *lebih berani dari pada kemarin*
 R : *Sebelumnya masih malu-malu gitu ya? OK, kemudian besok ngajarnya maunyak kayak gimana? Besok kan masih mau ngajar lagi, sarannya gimana? Pengennya*
 S1 : *Gimana ya...*
 R : *Sarannya gimana? Ada sarannya nggak? Pengennya aja*
 S2 : *Pengennya kelasnya itu berubah*
 R : *Kok kelasnya? Emang habis berantem ya <laugh>*
 S2 : *Heem, dirubah, udah sarannya gitu aja*
 R : *Miss ngajarnya yang jelas dong, atau miss pakai bahasa Indonesia gitu?*
 S1 : *miss kalau pakai bahasa inggris harus sama artinya ya, kan banyak yang nggak dong*
 R : *Jadi kadang masih banyak yang nggak tahu gitu ya?*
 S1 : *kadang-kadang, apa ya, ora dong e*
 R : *Terlalu cepet nggak sih ngomongnya?*
 S1 : *Nggak sih, cuman kita gak tau soalnya pake bahasa Inggris.*
 R : *Oh karena pakai bahasa inggris itu, 'apa sih', kayak gitu?*
 S1 : *Heem*

Interview Transcript 7

Day, Date : October 17, 2013

Topic : **Reflection for Cycle 1**

Respondent : R (Researcher)
 S (Students)

R : Good afternoon

S1 : Good afternoon

R : Miss mau tanya-tanya sedikit ni, kira-kira pelajarannya kemarin bagaimana?

- S1 : *Enak, yang kemarin itu ya, tapi lebih enak kalau pakai gambar ada..*
 R : *Kemarin kan ada kayak gambar itu kan?*
 S1 : *Iya*
 R : *Nah itu aktifitas yang paling menyenangkan yang mana?*
 S1 : *Yang...*
 R : *Pada maju di depan itu*
 S1 : *Oh, yang pada maju di depan terus ngangkat gambar satu terus membuat kalimat, cerita gitu*
 R : *Iya. Pelajarannya susah nggak?*
 S1 : *Enggak*
 R : *Suara saya waktu ngajar kedengeran nggak?*
 S1 : *Denger banget, kedengeran*
 R : *Terus kira-kira masih ada kesusahan apa gitu?*
 S1 : *Nggak ada*
 R : *Sebelum-sebelumnya kan nggak pakai gambar ni, terus waktu saya ngajar pakai, nah kira-kira setelah pakai gambar ada peningkatan apa seperti itu, kemampuan bahasanya dari yang dulu terus sekarang gimana?*
 S1 : *Lebih banyak..*
 R : *Vocabnya? Apa...*
 S1 : *Heem, yang verb2*
 R : *Jadi lebih gampang ya pakai gambar?*
 S1 : *Iya*
 R : *Terus kalau besok ada pelajaran lagi, pengennya yang kayak apa?*
 S1 : *Ya yang kayak kemarin itu*
 R : *Yang menyusun gambar-gambar? Atau yang lain?*
 S1 : *Iya, yang nyusun gambar itu*
 S2 : *Lebih enak yang nyusun kalimat*
 R : *Lebih seneng kerja sendiri apa sama teman?*
 S1 : *Bareng*
 R : *Lebih bisa diikuti?*
 S1 : *Heem*
 R : *Sekarang, yang masih perlu ditingkatkan apa kira-kira?*
 S1 : *Apa ya, Udah nggak ada*
 R : *Verb2 nya udah lumayan lancar ya?*
 S1 : *Heem*
 R : *Terus pronunciationnya gimana? Masih kesusahan nggak, ada yang masih masih kesusahan kata-katanya?*
 S1 : *Enggak, sekarang lebih bener ngucapinnya.*
 R : *Enggak ya, jadi seneng belajar pakai gambar-gambar?*
 S1 : *Heem, iya*
 R : *Udah, kayak gitu, makasih ya*
 S1 : *Iya*

Interview Transcript 8

Day, Date : October 17, 2013

Topic : **Reflection for Cycle 1**

Respondent : R (Researcher)
S (Students)

R : *Miss mau tanya, menurut kamu kegiatannya gimana? Kemarin sama sekarang, kan hari sabtu sama hari ini, kira-kira gimana pelajarannya? Menurutmu kegiatannya gimana, menyenangkan, susah? Atau...*

S : *Seneng-seneng gimana gitu*

R : *By the way, susah nggak?*

S : *Agak, sedikit. Sedikit susah sedikit seneng sih*

R : *Suara saya kedengeran nggak?*

S : *Kurang keras*

R : *Kurang keras? Terus kira-kira dengan pakai gambar gimana pelajarannya?*

S : *Maksudnya?*

R : *Lebih asik, lebih gampang, atau bagaimana?*

S : *Ya gitu deh.*

R : *Terus kemarin sama sekarang kira-kira gimana? Ngomong bahasa inggris sudah lebih berani atau..*

S : *Ya lumayan, lebih berani kalo sekarang.*

R : *Terbantu nggak sama gambar?*

S : *Iya, banget*

Interview Transcript 9

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
C (Collaborator)

R : What do you think about the teaching and learning process of speaking in the classroom?

C : Very interesting, all students are motivated to do that task but at the end, because it's about speaking, most of them were still reading the text. It's not speaking, they were reading.

R : It's because they are limited, limitation of the speech. So what do you think about my teaching?

C : Good. You tried to manage the whole class and you did it well but it is good for you sometimes to do intermezzo, *bercanda*, or jokes, so that the students are not bored.

R : Actually I did it some meetings before, I tried to make a joke but may be it was not so fun. It's okay. Then, what about my voice?

C : Loud enough but all the students were speaking so your voice was quite overlapped.

R : What do you think about the students, did they enjoy the learning?

C : I think that all the students were active in their groups.

R : And the pictures?

- C : Good, the pictures were clear enough to them to make story.
- R : Could you see whether there are some improvements until the last meeting, what are they?
- C : I say, at first they still had difficulties in building... making the story and the last meeting they were... *mereka mulai bisa gitu bikin*, but when they performed the monologue they were still reading, that's the problem.
- R : Problem *yang umum ya?*
- C : Seems they have no problem in arranging the story but they have problem in delivering the story.
- R : So, overall?
- C : Good. There are some improvements in arranging story or making story, and the dictions, the confidence of the students, and ...
- R : At the first, the students were very afraid to make mistakes, so they preferred to keep silent, but what do you think about everything after...
- C : It seemed, they enjoyed the given materials, they enjoyed the tasks, enjoyed the activities, and they seemed not shy anymore to speak up.
- R : Whether they were right or wrong?
- C : Yes, *mereka mau gitu ngomong, waktu pertamanya mungkin nggak mau, malu, kuwe wae kuwe wae gitu, tapi lama-lama no..*
- R : Triggered to speak? Okay, what about the last, I mean I gave the students advices?
- C : Ya, that's good because it can motivate them students, it can make them think if I do my best I will get the prize, that's a kind of motivation for them.
- R : Thank you very much for today.

Interview Transcript 10

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
ET (English Teacher)

- R : Good morning.
- ET : Good morning, ya
- R : *Ibu, saya mau tanya-tanya banyak ini bu, tentang proses pembelajaran speaking di cycle 2 ini. So, what do you think about my teaching?*
- ET : It is pretty good and makes the students interested with the teaching and learning.
- R : What do you think about the activities, *gimana bu aktifitasnya?*
- ET : The students were very active. I agree with your activities, they can force the students to enlarge their vocabulary, their idea, their opinion how to create about genre *atau* text monologue.
- R : *Baik ibu, lalu menurut ibu waktu kita kasih aktifitas-aktifitas tadi, muridnya mengalami kesulitan tidak, bu?*
- ET : The difficulties, *kesulitannya itu otomatis* the suitable word to get their words to make the monologue or text may be for example *journalist*. In Indonesian they understand clearly, but to say it in English they must

- discuss with their group. What is *wartawan* in English, what is the name of the *dinosaurus*. In Indonesia it is clear enough what they should say.
- R : *Mungkin kalau semua siswa itu membawa dictionary itu akan mempermudah nggih, bu?*
- ET : *He'em, membawa alfalink may be juga boleh.*
- R : *Iya, tetapi masih belum semua siswa membawa kamus?*
- ET : *Heem kalau mereka membawa dictionary I think it's okay. Both English-Indonesian, Indonesian-English, may be...*
- R : *Jadi masih kesulitan ya bu untuk menemukan vocab yang tepat, tapi disamping itu gambarnya itu bagaimana bu? Apa itu menyuguhkan vocab-vocab baru, pengetahuan baru?*
- ET : *Iya, otomatis iya, kan memancing anak-anak untuk menemukan idenya masing-masing. Oh kalau group1 itu dinosaurus, oh ini tyrex, ini kan variety opinion, idenya sudah beda, and konsepnya kan juga beda-beda tho, kalau aku memanggil wartawan kalau aku memanggil polisi, ada yang afraid, ada yang tired, mereka use many kinds of vocabulary, they found in the pictures. Kalau masing-masing group compared gitu mereka akan bisa enlarge atau enrich vocabulary, oh group1 ada kata-kata baru yang ini ini ini, group2 ini ini ini, kalau semua itu dikumpulkan, itu ada a lot of vocabulary found in the same time.*
- R : *Lalu menurut ibu, dari situ kegiatannya interesting nggak sih bu?*
- ET : *Very interesting and no one are sleepy, they are active. Every one try to find the task, so they are active to get to help their group, good in performance may be*
- R : *About the material ibu, what do you think about the material? Kan last Saturday I gave the input material to the students and today is the second meeting of Cycle2, jadi hari ini kan yang kedua berarti dua pertemuan ini bu, nah what about the material?*
- ET : *I think the material is the same recount but the difficulty is different may be. I think I agree with your activity, in the first rather simple the second rather difficult, and the important one the students enjoy and interested in your activity. The important one is that they are happy and try to do what you want.*
- R : *Jadi kira-kira dari medianya itu bu, is it helpful?*
- ET : *Of course it is helpful for the students. It is better the first is very very simple picture, next rather difficult so the students can do the difficult task after the first step may be, the first step is okay, the last step may be what pictures will you give to the students is okay because the student has understood about it*
- R : *What do you think, last meeting kan saya memberi kesempatan to practice past tense, what do you think about that?*
- ET : *It's good, I agree with you, I think it is...*
- R : *a person acts something, ada yang berenang, ada yang misalnya berkendara*
- ET : *Ya, not very simple not very difficult, it's enough I think*
- R : *To make the past tense ya?*
- ET : *Heem. It's clear enough because it is done step by step.*

- R : *Lalu dari sekian ini, bu, what do you think about the students' ability in speaking now?*
- ET : *I think their abilities are improved, your activities ask the student to do something and to do the performance well. The pictures increase their vocabulary, their pronunciation, their ability in English actually in the grammar, past tense.*
- R : *So do you think the pictures can enrich the student vocabulary?*
- ET : *Of course, also enrich and enlarge their knowledge, jadinya kan mereka dari tidak tahu akhirnya mereka find the suitable words to tell about the pictures.*
- R : *And then pronunciation ibu, dulu mungkin masih banyak yang mispronounce... Nah itu bagaimana bu, the pronunciation of the students now?*
- ET : *Automatically better than before.*
- R : *For example, event kan /ivənt/ tapi bilanganya /iven/ what do you think?*
- ET : *Automatically better and better. They also hear from their friends and they share from one student to another so, oh aku keliru, they...*
- R : *What do you think about my feedback? Is it effective to solve the problems related to pronunciation itu tadi bu.*
- ET : *Menurut saya bagus, tepat, dan anak-anak mengerti dengan mudahnya dan akhirnya jadi benar anak-anak itu mengucapkannya karena through your feedback and correction, mbak Gallis teach them how to pronounce the word correctly.*
- R : *Itu tadi vocab, pronunciation, lalu kemudian dari grammarnya accuracynya bu, gimana? Kemarin kan masih agak merasa kesusahan siswanya..*
- ET : *Otomatis your actions improve their grammar, improve their pronunciation, improve their vocabulary, I think we can conclude that your actions are good to teach the speaking to students through pictures.*
- R : *Lalu kira-kira sekarang masih kesusahan nggak muridnya untuk membuat past tense sampai hari ini? Dan kemarin saya memberi semacam list Regular and Irregular verbs itu bu, kira-kira itu gimana?*
- ET : *I think it's very useful. Siswa jadi lebih understand. Behind it kan ada yang regular verb there are some information about how to make regular verb, many sample. I think okay, it's good enough to give the students the knowledge and to give the students understanding about what is past tense what is irregular, what are the verbs.*
- R : *Lalu ini, di awal itu mungkin kalau disuruh berbicara kan not confident, lalu bagaimana sekarang ibu?*
- ET : *More confident, they try to show their ability 'oh I can do it'.*
- R : *Masih takut nggak bu, kalau salah gitu masih ada yang...*
- ET : *Some of them, one or two, but most of them kebanyakan dari mereka sudah berani. It's normal kalau only one tapi 90 persen anak-anak sudah can speak up. And they also say to the other students 'oh your pronunciation is good' gitu lho, bisa menilai temannya juga.*
- R : *Bisa memperbaiki pronunciation temennya ya?*
- ET : *Heem. Automatically mereka, oh kurang apa apa apa*

- R : *Ada yang lain mungkin bu, kira-kira yang bisa dilihat peningkatannya dari siswa?*
- ET : *Ada*
- R : *Fluencynya, kelancarannya bagaimana?*
- ET : *Kelancarannya sudah bagus. Kesimpulannya fluencynya bagus, hasilnya baik, anak-anak enjoy. Kelasnya nggak boring and no one is sleepy. It is good enough.*
- R : *Kalau kemarin itu kan mungkin instruction saya agak terlalu cepat kan bu. Kadang siswanya 'hah apa tadi, apa ya', lalu yang sekarang kira-kira bagaimana bu? Instruksinya komennya sudah bisa diikuti bu ya?*
- ET : *Good enough*
- R : *Clear enough?*
- ET : *Clear enough.*
- R : *So overall, what do you think about my actions?*
- ET : *Overall, good and we can say you're success in your teaching and learning to improve the students' skills.*
- R : *Teaching with pictures?*
- ET : *Heem. I think it is good and successful, your teaching using pictures can improve the students' speaking skills and enlarge their vocabulary as well.*
- R : *Ya, that's the end of my teaching thank you very much for all the help dan juga bimbingannya, ibu.*
- ET : *Iya*

Interview Transcript 11

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
ET (English Teacher)

- R : *Jadi masih ada kekurangan tidak, bu, dalam teaching learning processnya tadi?*
- ET : *Yang itu ya, iya, kalo siswanya kadang-kadang siswanya ramai sekali padahal presentasi mereka bagus banget mbak untuk didengarkan. Peran guru, class managementnya harus bagus bagaimana supaya anak-anak mendengarkan. If the teacher is good on how to manage the students I think it is okay but if cannot manage about the class activity I think no one will listen to the activity but the result of their work is very very good. From one or two group there is a monologue, for example textnya siapa tadi, yang paling selatan mbaknya yang pojok tadi kan bagus banget. Itu kan sebagai anak SMP kan sudah bisa menyertakan text diberi gambar itu kan sangat menyenangkan kita, performancenya juga confident, communicative and they performed with smile and laugh so it proved that they had confidence to say English clearly, but the weakness is some of them were busy with their group.*
- R : *Lalu tadi bu, kan ada yang beda dari hari ini, saya memberi semacam gift bagi siswa itu bagaimana menurut ibu?*
- ET : *It is very very important, not the giftnya but they need to be appreciated from the teacher so 'oh ternyata aku apik' it is very very important. The*

point is not what kind of gift, it is up to you, it can be candy can be a good picture or book, it is okay, but the importance is that they are appreciated. *Jadi reward itubainya memang harus bisa memotivasi. Reward itu harus. Bisa juga walaupun hanya dalam bentuk applause may be, atau appreciation for example 'oh good' itu good enough for the students. Selamat, sudah menyelesaikan penelitiannya. Nanti mudah-mudahan you can continue composing your report and your result of this action research.*

Interview Transcript 12

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
S (Students)

- R : *Mas Yusril sama mas Bagas ya, Menurut kalian pelajarannya tadi gimana?*
- S1 : *Senang, Miss, nggak mbosenin*
- R : *Terus ada kesulitan nggak?*
- S1 : *Nggak.*
- R : *Kan tadi grouping ya? Menurut kalian lebih mudah atau lebih...*
- S1 : *Lebih mudah.*
- R : *Kenapa lebih mudah?*
- S1 : *Diskusi. Kita bisa diskusi sama temen.*
- R : *Bisa sharing ide, begitu? Terus gambarnya gimana?*
- S1 : *Iya. Menarik sih, Miss.*
- R : *Kemarin kan pakai kartu gambar, terus tadi pakai yang gambar empat itu, gambarnya gimana? Jelas?*
- S1 : *Jelas.*
- R : *Kira-kira sekarang sudah berani ngomong bahasa inggris nggak? Kemarin sama yang sekarang gitu, sekarang menurutmu gimana?*
- S1 : *Lebih mudah sekarang*
- S2 : *Dulu masih takut ngomong.*
- R : *Kalau sekarang gimana?*
- S1 : *Lumayan.*
- S1 : *Lumayan udah nggak takut banget.*
- S2 : *He'em*
- R : *Terus kalau mas Bagas?*
- S2 : *Apa?*
- R : *Kira-kira kosakatanya sekarang bertambah nggak?*
- S2 : *Iya, tambah tau kosakata baru.*
- R : *Terus ngucapinnya, pronunciationnya sudah...*
- S2 : *Lumayan, Miss.*
- R : *Sudah nggak misspronounce lagi gitu ya?*
- S1 : *Iya, lebih bener ngucapin kata-kata bahasa Inggrisnya.*
- S2 : *Ya.*

Interview Transcript 13

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
S (Students)

- R : *Latihan speaking di Yesterday game kemarin yang pake kartu gambar dan yang sama bikin cerita monster itu, menurutmu gimana? Mengasyikkan?*
- S1 : *Iya. Tapi agak susah juga.*
- R : *Agak susah yang mana?*
- S1 : *Yang buat cerita itu lho, Miss. Soalnya waktunya dibatasi.*
- R : *Oh, yang Group Sequence Stories activitynya agak susah ya. Tapi itu tantangannya, dalam waktu yang terbatas kalian diminta untuk kreatif. Lalu, menurut kalian gambar itu melatih kosakata nggak?*
- S1 : *Ya.*
- R : *Kata-kata baru yang kalian tau dari gambar itu apa?*
- S1 : *Banyak, Miss.*
- R : *Terus apa lagi? Menurut kamu, dulu sama sekarang kemampuan kamu bicara gimana?*
- S1 : *Baik sekarang, Miss.*
- R : *Dulu Miss liat kayaknya masih malu-malu gitu ya, suka diem.*
- S1 : *Iya, masih malu-malu, Miss.*
- R : *Sekarang gimana?*
- S2 : *Sekarang lebih lancer.*
- R : *Masih takut nggak buat bicara bahasa Inggris?*
- S2 : *Nggak, karena lebih bisa.*

Interview Transcript 14

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
S (Students)

- R : *What do you think about the lesson?*
- S1 : *Menyenangkan*
- R : *Materinya susah nggak sih?*
- S1 : *Lumayan mudah.*
- R : *Sekarang rasanya gimana? Belajar pakai gambar itu...*
- S1 : *Rasanya menyenangkan.*
- R : *Gambarnya menarik nggak sih?*
- S1, S2 : *Iya, sangat sangat menarik, Miss.*
- R : *Ada bedanya nggak, kemampuan speaking kalian dulu dan sekarang setelah belajar pake media gambar?*
- S1 : *Oh, dulu masih malu masih grogi, kalau sekarang sudah nggak.*
- R : *Kenapa?*
- S1 : *Karena...apa ya...karena termotivasi buat ngomong.*
- S2 : *Kegiatannya menyenangkan*
- R : *Terus masih susah sama tensesnya?*

- S1 : *Lumayan.*
 R : *Lumayan susah atau mudah?*
 S1 : *Lebih mudah yang sekarang.*
 S2 : *Iya, sekarang lebih dong, lebih paham.*

Interview Transcript 15

Day, Date : October 23, 2013

Topic : **Reflection for Cycle 2**

Respondent : R (Researcher)
 S (Students)

- R : *Halo, miss mau tanya.*
 S1 : *Iya, Miss.*
 R : *Belajar bahasa Inggris sama Miss Gallis bagaimana menurut kalian?*
 S1 : *Nyaman, senang, mudah dipahami.*
 R : *Materinya susah nggak?*
 S1 : *Ya ada yang susah ada yang nggak, cuman butuh wawasan lebih luas lagi.*
 R : *Apakah belajar speaking menggunakan gambar itu bisa memperkaya kosakata kalian?*
 S1 : *Iya, Miss. Kosakata kita jadi bertambah banyak.*
 S2 : *Iya, jadi banyak tau kosakata baru.*
 R : *Jadi, kalian bisa menemukan kosa kata baru ya dari gambar itu?*
 S1 : *Iya, sebelumnya kan cuman nulis suruh ngisi, nah ini kan pakai gambaran kan lebih motivasi.*
 S2 : *Seperti termotivasi*
 S1 : *Iya.*
 R : *Ini kan bikin recount ya, kalau menurutmu bikin monologue recount itu pakai gambar lebih mudah?*
 S1 : *Lebih mudah, bisa mbayangin ceritanya.*
 S2 : *Heem, ide ceritanya pokoknya tinggal diomongin aja.*
 R : *Dulu sama sekarang kalau ngomong bahasa Inggris ada bedanya nggak?*
 S1 : *Kalau kemarin itu masih gimana gitu...*
 S2 : *Masih ragu-ragu.*
 R : *Masih raug-ragu, masih takut?*
 S1 : *Heem, sekarang PD banget sih*
 S2 : *Kalau sekarang ya lumayan lah, lancar sedikit walaupun ada yang salah sedikit lah.*
 R : *Masih takut salah nggak?*
 S1 : *Nggak lah, tapi nggak takut banget kayak yang dulu*
 R : *Jadi lebih PD?*
 S1 : *Iya lebih PD, percaya diri.*
 R : *Oke deh kalo begitu, good luck ya. Makasih.*
 S1 : *Sama-sama, Miss.*

APPENDIX C

Observation Sheets and Checklists

OBSERVATION SHEET

Cycle	: ...	
Meeting	: ...	
Day/Date	: ...	
Respondent	: R	(Researcher)
	ET	(English Teacher)
	C	(Collaborator)
	Ss	(Students)

[illegible]

OBSERVATION CHECKLIST

No : Observation Checklist 1
 Cycle : 1
 Meeting : 1
 Object : Researcher
 Day/Date : Thursday, October 10, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks the students' condition and the attendance. • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class. 	v v v v	v	At the end of the class.
II. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The students are introduced to the social context of a model of a recount text. • The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. • The teacher introduces a model of a spoken recount text. • The teacher explains the model of the text. • The students with the teachers' guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use dictionary to help them in finding vocabulary. 	v v v v v v v v	v v v	
III. Closing			
<ul style="list-style-type: none"> • Teacher and students reflect to today's lesson. • Teacher gives feedback to students. • Teacher and students summarize materials learned. • Teacher gives further guidance to students. • One of the students leads the prayer. • Teacher says goodbye to students. 	v v v v v	v	

IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. 	v		
<ul style="list-style-type: none"> • The students actively take parts in each class activity. 	v		
<ul style="list-style-type: none"> • The time allocation is appropriate. 	v		
<ul style="list-style-type: none"> • The media used by the teacher are sufficient in the teaching and learning process. 	v		
<ul style="list-style-type: none"> • The teacher's instructions are clear. 	v		

OBSERVATION CHECKLIST

No : Observation Checklist 2
 Cycle : 1
 Meeting : 2
 Object : Researcher
 Day/Date : Saturday, October 12, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks the students' condition and the attendance. • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class. 	v v v v v		
II. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher introduces a model of a spoken recount text. • The teacher explains the model of the text. • The students with the teachers' guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The teacher give some speaking tasks to the students. • The students are motivated in doing tasks. • The teacher monitors and checks students' works. • The students use dictionary to help them in finding vocabulary. 	v v v v v v v v v v v		
III. Closing			
<ul style="list-style-type: none"> • Teacher and students reflect to today's lesson. • Teacher gives feedback to students. • Teacher and students summarize materials learned. • Teacher gives further guidance to students. • Teacher says goodbye to students. 	v v v v v		

IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. 	v		
<ul style="list-style-type: none"> • The students actively take parts in each class activity. 	v		
<ul style="list-style-type: none"> • The time allocation is appropriate. 	v		
<ul style="list-style-type: none"> • The media used by the teacher are sufficient in the teaching and learning process. 	v		
<ul style="list-style-type: none"> • The teacher's instructions are clear. 	v		

OBSERVATION CHECKLIST

No : Observation Checklist 3
 Cycle : 1
 Meeting : 3
 Object : Researcher
 Day/Date : Wednesday, October 16, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • One of the students leads the prayer. • The teacher checks the students' condition and the attendance. • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class. 	v v v v v v		
II. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher give some speaking tasks to the students. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students are motivated in doing tasks. • The teacher monitors and checks students' works. • The students use dictionary to help them in finding vocabulary. 	v v v v v v v		
III. Closing			
<ul style="list-style-type: none"> • Teacher and students reflect to today's lesson. • Teacher gives feedback to students. • Teacher and students summarize materials learned. • Teacher gives further guidance to students. • Teacher says goodbye to students. 	v v v v v		
IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take parts in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	v v v v v		

OBSERVATION CHECKLIST

No : Observation Checklist 4
 Cycle : 1
 Meeting : 4
 Object : Researcher
 Day/Date : Wednesday, October 16, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks the students' condition and the attendance. • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class. 	v v v v v		
II. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher give some speaking tasks to the students. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students work independently with the text. • The students are motivated in doing tasks. • The teacher monitors and checks students' works. • The students use dictionary to help them in finding vocabulary. 	v v v v v v v v		
III. Closing			
<ul style="list-style-type: none"> • Teacher and students reflect to today's lesson. • Teacher gives feedback to students. • Teacher and students summarize materials learned. • Teacher gives further guidance to students. • Teacher says goodbye to students. 	v v v v v		
IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take parts in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	v v v v	v	

OBSERVATION CHECKLIST

No : Observation Checklist 5
 Cycle : 2
 Meeting : 1
 Object : Researcher
 Day/Date : Saturday, October 19, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks the students' condition and the attendance. • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class. 	v v v v v		
II. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The students are introduced to the social context of a model of a recount text. • The students explore features of the general cultural context in which the text is used and the social purposes the text achieves. • The teacher introduces a model of a spoken recount text. • The teacher explains the model of the text. • The students with the teachers' guidance investigate the structural pattern of the model. • The students with the teachers' guidance investigate the language features of the model. • The teacher give some speaking tasks to the students. • The students are motivated in doing tasks • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students use dictionary to help them in finding vocabulary. 	v v v v v v v v v v v v		
III. Closing			
<ul style="list-style-type: none"> • Teacher and students reflect to today's lesson. • Teacher gives feedback to students. • Teacher and students summarize materials learned. • Teacher gives further guidance to students. 	v v v v		

• One of the students leads the prayer.	v		
• Teacher says goodbye to students.	v		
IV. Class Situation			
• The students have enthusiasm or motivation during the teaching process.	v		
• The students actively take parts in each class activity.	v		
• The time allocation is appropriate.	v		
• The media used by the teacher are sufficient in the teaching and learning process.	v		
• The teacher's instructions are clear.	v		

OBSERVATION CHECKLIST

No : Observation Checklist 6
 Cycle : 2
 Meeting : 2
 Object : Researcher
 Day/Date : Wednesday, October 23, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	No	
I. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • One of the students leads the prayer. • The teacher checks the students' condition and the attendance. • The lesson reviewed material and looked ahead to new material. • The prepared goals/objectives are apparent. • The teacher is well prepared and well-organized in class. 	v v v v v v		
II. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher give some speaking tasks to the students. • The teacher gives chances to the students to ask questions. • The students deliver questions to the teacher. • The students work independently with the text. • The students are motivated in doing tasks. • The teacher monitors and checks students' works. • The students use dictionary to help them in finding vocabulary. 	v v v v v v v v		
III. Closing			
<ul style="list-style-type: none"> • Teacher and students reflect to today's lesson. • Teacher gives feedback to students. • Teacher and students summarize materials learned. • Teacher gives further guidance to students. • One of the students leads the prayer. • Teacher says goodbye to students. 	v v v v v v		
IV. Class Situation			
<ul style="list-style-type: none"> • The students have enthusiasm or motivation during the teaching process. • The students actively take parts in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	v v v v v		

APPENDIX D

Field Notes

Field Note 1**Classroom Observation****Thursday, 25 September, 2013****R : Researcher****ET : English Teacher****Ss : Students**

The ET began the class by discussing the previous material, recount text. ET wrote the generic structure on the board. ET involved Ss to join the discussion. ET then wrote what Ss told about the structure of recount text. In the instruction, the ET used both Bahasa Indonesia and English. The Ss were conducive, all Ss paid attention. ET asked a S about the purpose of recount text but the S did not answer. So, ET pointed another S. ET and Ss discussed the language features of recount text. ET gave brief explanation about Past Tense. The other features discussed were adverbial of time, real events. While she explained the materials, the Ss copied all the ET's writings on their books. Since the explanations took so long, most students were sleepy. Finishing the explanations, the ET asked the students to copy her writings.

After that, the ET referred to LKS. "Have you find the materials on page 49?" They discussed about the form of Verbs 2. The ET asked the Ss questions related to the materials on the LKS, but only few students answered her. The Ss did not interested to Some Ss began making noise when the ET checked whether the Ss had done or found the page the ET expected. ET returned explaining the Verb 2 form and Ss were silent. Now, the students were asked to change the Verb 1 into Verb 2. She dictated all the Verb 2. She used spelling in Bahasa Indonesia rather than in English to mention some past verbs.

It took almost 30 minutes. She gave abundant of explanations while the Ss were just silent and listened to her explanations. The classroom interaction was dominated by the ET.

Then, the ET gave a copy of paper containing more examples and exercises of recount text. ET asked Ss to read some parts of the text. And then, they discussed the content. ET made correction on Ss' mispronunciations several times. While a S was reading, some Ss chatted with others. She pointed the student and warned ther, "*Mbak, mbak, sini lhooo, gurunya di sini.*" The ET went on discussing the content of the text while giving focus on vocabulary. The Ss seemed so bored since some of them put their heads on the tables. Another student was asked to read the the following paragraph. While he misspronounced some words, the ET always directly corrected the pronunciation. She often gave wrong corrections to their pronunciation, for example she pronounced word 'enjoyed' /enjoyəd/ instead of / ɪn'dʒɔɪd/ and 'displayed' /displayəd/ instead of /dɪ'spleɪd/. Most students made pronunciation mistakes very often. They also uttered word by word.

The next activity was answering questions related to the text. She pointed some Ss to answer the questions. When one S answered the question, the others were chatting with their friends.

Field Note 2

First Meeting of Cycle 1

Thursday, October 10, 2013

R : Researcher

ET : English Teacher

Ss : Students

The ET told the class that the R would observed the class. Then, the ET left. The R greeted the Ss. Ss were noisy. The R distributed handouts and the Ss remained noisy. The R read a dialog between Asep and Jono who were talking about their activities last Sunday. The Ss were quiet and paid attention. After finished, R asked the Ss whether they understood. Ss simultaneously said "No." R read it again while explaining. R asked, "*Pernah tanya kaya gitu? Bercerita?*" Ss answer yet with a little joke. R asked, "*Kalau cerita sama teman topiknya apa saja?*" Ss responded together and active. R asked Nia, "What did you do last Sunday?" She did not answer. R asked another and the S said, "*Liburan, playing.*" R asked a boy and he did not understand the question and his friend made the question clear for him. R asked other students. While the R asked one S, other Ss were very noisy and talked to their friends. R asked Ss to go to the paper and asked, "Are you ready?" Ss answered, "Yes!" and the class returned quiet.

R asked about their experiences of going to the beach before she modelled a monologue about biking to the beach. Some listened and some did not, chatting with others. R asked Ss to repeat after her. The class followed. After that, R asked whether there were any difficult words. One S asked a word. The R asked a S to clean the white board. R discussed the text with the Ss. To help their understanding, the R often used body movements and translation to describe some words. Most Ss listened, some talked to their mates. R told Ss about a phrase "looked for" that Ss did not know the meaning.

The class discussed the content of the context by together answering questions that follow the text orally. The class was active that they could understand the answers. The class practiced pronouncing some words in the text led by the R. Ss were very enthusiastic in pronouncing the words.

R told that it was a personal recount and was used to tell about personal experience. R explained the generic structure of recount and what each part contains. S paid attention, yet with some noises from other Ss. R explained the language characteristics and some Ss listened and gave responses. One S was asleep and R asked him to wash his face. One student played noises by tapping the table. R wrote a word "go" and made it into "went" while explaining. R asked Ss to find verb 2 in the text. Ss mentioned some words and R wrote them on the board. One S asked R for leaving for the toilet in *Bahasa Indonesia*. R asked him to do that in English and R showed the class how to do that. Ss continued working on finding out verb 2 in the text. Two Ss asked for leaving for the restroom. She asked the Ss to ask permission by saying "Miss, may I wash my hand?"

R asked one S to hang a media in front of the class. R said, "I have some pictures." Before R continued, R made sure that all materials were clear for Ss. R reviewed the generic structure and contents of a recount. "This is Maliki's story." said the R. She showed a picture

and asked “What do you think? This is Maliki and her friend. What did they do?” Ss answered, “Catch... catch fish.” “Oke, they catched some fish.” she corrected. One S said, “I can’t see it, it’s not colorful.” Then, she asked him to move to the empty desk in the front line. She showed the second picture and they said “Sit down... sat down.” “Where were they?” she replied. They answered, “On the beach... sat on the beach. Beach, beach.” She showed the third picture, “Here, what do you think?” They answered directly, “buy fish, buy fish!” And then she continued “Who is he?” pointing the old man. “Fisherman!” replied the students. “What did they do?” she asked. “Bought, bought, bought, they some fish.” They corrected their pronunciation. They described the next picture, “Eee... bicycle.” with wrong pronunciation. And then, she corrected and they repeated. “How many bicycle?” she asked, “So? bicycle or bicycles?” “Bicycles...!” they answered loudly altogether. She showed the next picture by giving a prompt “They looked for...” They continued “Sea shell... they looked for sea shell.” The last picture was showed, they were very enthusiastic and answered together, “Sat down for a rest...!” She praised the Ss and then stuck the pictures on the slot board.

The ET entered the class and sat at the back. The R reread the story. Ss listened and was to sequence the pictures by putting numbers. The story was about the pictures recently shown to Ss. R asked one Ss to come to the front and sequence the pictures. Ss sequenced the pictures based on the story. Ss did it well then. R asked him to retell the story. The S found it difficult so R asked others to help him, “Help Ivan, please.” Ss gave clues to the Ss in front. R gave correction on the verb forms. R asked Ss whether they had sequenced the pictures in the handout well. Ss said, “Yes” or “No”.

R asked Ss to look at the text and to find out the connectors. R asked a volunteer to retell the story with his own words. They refused, R turned to other Ss. Then, R pointed the pictures and the Ss retold the story altogether. R helped by giving clues. Most of Ss were involved in the activity. R turned to the next pictures. Still, no one volunteered. R rechecked the students’ pronunciations. Ss were enthusiastic and felt very happy when they could pronounce the words perfectly. One S was asked to pronounce some words but he made it funny so others laughed. Then, R explained again about a recount and now it was a spoken recount. R told how written and spoken recounts were different.

R showed a tongue twister, she wrote a sentence on the white board ‘She sells sea shells on the seashore.’ She described ‘seashore’ by drawing the scenery on the white board. R pronounced the words with the correct pronunciation and Ss repeated after her. Ss were very excited practicing the tongue twister. R invited a girl to perform and she did it very well. The R and the Ss gave her applause. After that, other Ss volunteered practicing the sentence in front of the class.

After that, R asked one S to tell a story about his last holiday. Ss had made their story before. R gave correction on some mistakes in the S’ story. The class ended and R checked the attendance. R asked Ss to be ready and one to lead prayer. R said good bye and *salaam* to the Ss continued by hand shaking.

Field Note 3

Second Meeting of Cycle 1

Saturday, October 12, 2013

R : Researcher

ET : English Teacher

Ss : Students

“Let us continue our material. What did you learn yesterday? *Kemarin kita belajar apa?*” the R asked the Ss. The Ss answered, “Telling story, recount text.” And then R wrote the topic on the white board. The ET came into the class and took a seat at the back. One of the S helped her distributing the handouts. They were not ready to start the lesson, some Ss were very noisy. She made sure that all of them had the paper. After that, she started to review the last materials together with them. They became quiet and focused on the discussion. “Oke, *sampai sini*, is it clear? The parts of recount text, what are they?” she checked their understanding. “Orientation, events, reorientation.” After that, she asked the students about the differences between written and spoken recount text. “Oral recount text, *recount teks lisan pakai judul tidak?*” she asked. The Ss answered, “No!”. She related to the Maliki’s story in the previous meeting, “What did she say to begin her story? In the beginning.”. “Hi, guys!” the Ss replied. Then, she introduced different expressions commonly used, “Hi, guys. I want to tell you about my story, I want to tell you about my experience, I want to tell you about my last holiday, without title, *tanpa... judul.*” Next, they recalled about the language features of the text starting from the use of simple past tense, connectors, and action verbs in the form of Verb 2.

The R introduced an example of spoken recount text. The Ss listened to her carefully. They discussed the text and studied some new vocabulary.

In deconstructing the text, Ss worked in pairs to do a task in the handout. The R said, “You can open your dictionary. *Siapa yang tidak bawa kamus?*” Some of them brought their dictionary and raised them to the air, “*Saya bawa, saya bawa.*”, while some Ss did not. Then, she asked them to bring dictionary for the next meetings. Some Ss asked the R to make the questions clearer.

Next, they studied the verbs used in Simple Past Tense, in terms of Regular and Irregular Verb. Firstly, she explained Regular verb of which the rule was adding the stamm by suffix ‘ed’. Moreover, she introduced three different sound of suffix ‘ed’, /t/, /d/, and /Id/, by giving them the samples of the verbs. Secondly, she gave some verbs belonging to Irregular verb. She let the Ss pronounce all the words. She checked and corrected their mispronunciation.

After studying some rules of verb 2, they came to discussed how to make a simple past tense. She told them the pattern of making simple past tense. The examples were provided to ease their understandings. While explaining, a S was very disrupting singing unclearly. Then, she asked him to stop.

Ss were to do exercise ‘Story Line activity’ in pairs. Some pictures and vocabulary were provided. In the beginning, they discussed the pictures whether they were understandable or not. After that, they studied the provided vocabulary. A S asked the R to make the instructions clear for him while others started doing the task with their partner. “Miss...”, a S raised her hand. Then, the R came to her. She asked her what to do. Then, she said, “*Ini kosa kata yang bisa dipakai. You can use this vocabulary untuk membuat kalimat berdasarkan gambar-gambar ini.*” Some Ss asked some difficult words to the R, so she instructed them to consult the dictionary. For the Ss who did not bring it, she explained the meaning through

gestures and body movements. She moved around the class to monitor and check the students' works and helped them. Fifteen minutes had passed, she invited some pairs to tell each picture. After that, guided by the R, they made the whole story together.

In the next task, she showed them some pictures. All Ss were interested. When, she said that she needed six volunteered, a S counted "*Ji, ro, lu pat mo, nem,,, pas!*" She gave a picture for each randomly. They showed the pictures to the class. Unfortunately, the bell rang. However, she continued for a sec, "So, everyone here, please arrange the pictures." Then she gave the procedures. She explained the big picture of the story, "Last month, my friends and I went camping. Surprisingly a wild bear came to our campsite." She asked the Ss which picture should be the first, the next, and so on and so forth. The class was very enthusiastic arranging the picture, they asked the one holding the picture to move right or left.

"Because the time is up, we will continue this activity next meeting, oke? Thank you very much, you may came back to your seat. And, please don't forget to bring dictionary, and you can bring your color pencil." She ended the activity. "What do you fell about our activities today?" R asked their opinion. "Good.", "Happy..." replied the Ss. She thanked and said goodbye to the Ss and asked them to prepare the next lesson.

Field Note 4

Third Meeting of Cycle 1

Wednesday, October 16, 2013

R : Researcher

ET : English Teacher

Ss : Students

The R continued the *Hold up Picture Story activity*. She asked six volunteers to hold up the pictures. Then, she explained the procedures of the game and gave the big picture of the story. The Ss were asked to sequence the pictures. They gave instructions to the ones holding the pictures in order to move in the right positions. While students were sequencing the pictures, she walked to the back and let the Ss decide. She monitored the activity and sometimes gave prompters to the class. The class was very noisy since everybody was participating to give instructions to their friends to move right or left. After getting the right formation, the students assured the researcher that they had done. Then, she confirmed them which picture should be the first, the next, and so on and so forth. The Ss came back to their seats, while the R stuck the pictures on the white board.

After that, the R instructed the Ss to make a group, "Now, please make a group of four." The ET helped her to set the groups. But, the ET devided them into four groups which were consisted of eight members. The R seemed confused since the class was messy. Since the ET had set the groups, the R followed the ET's instruction. Finally, she had four big groups. She asked them to make a story based on the pictures. In this task, they had the same guidelines but they were free to create the story. The Ss discusses the pictures with their friends. They were confused to memorize the English words of the activities seen in the pictures. So, the R put some words on the pictures.

Most students were chatting with their friends, they talked about unrelated topics they were discussing. Then, the R moved around the class, moving from one group to another. She provided opportunities for them to speak, one by one and also in group. She accommodated any ideas from them.

Some Ss asked questions to the R and consulted their works with her. After that, they had a group performance. Most of them brought notes to help them in delivering the story. However, some Ss just read the notes instead.

She appreciated all the stories and told them that no story was wrong and that they were very creative making the story.

The R checked the time and the class was about to end. So she decided to continue the next task in the next meeting. Before she closed the lesson, she gave them a homework. The students were asked to create a new ending of the story in *Hold up Picture Story*. She said that they could draw their own pictures. They should use the first five pictures of the story and added one or two pictures to create new the ending. The researcher drew the sample and showed it to the Ss. They could use any drawing tools like coloured pens/pencils, crayon, etc.

Before she left the class, she thanked the students and said good bye.

Field Note 5

Fourth Meeting of Cycle 1

Thursday, October 17, 2013

R : Researcher

ET : English Teacher

Ss : Students

The class started at 11.30. After the R greeted the Ss and asked their condition, she checked the students' works, "Have you finished the drawings? Are you ready to perform today, guys?". "No...! Not yet, Miss!", they answered altogether. Some of them were not ready to perform, some had not finished the works and some had not even started. So, she gave them extra time to finish the drawing and preparing their performances. She stuck the five pictures used in the last activity and asked, "Do you remember what you have to do? *Tambahkan* one or two pictures to create the new ending of the story." While she moved around the class, she found some drawings had been ready. The researcher asked, "Whose picture is this?" then she showed the picture and said "Class, look at this." The English teacher added, "Very beautiful *kan?*". "Yes, yes...!" they replied. She complimented, "It's good, pretty good." She and the class gave applause and then they continued drawing.

They enjoyed the activity. Some were well prepared with colored pens/pencils. They also shared the tools with their friends. While monitoring their activity, she asked them what story they made. During the activity, a student named Alysia consulted her work very often. Sometimes, it was disturbing. She often asked what the English words of this and that, so she had to check dictionary to find the English words she meant. Then, a student asked her how to do the performance. Then, she told him how to do it, holding and showing the drawing to the class while telling the story.

The first bell rang, she ended the activity and invited them to perform in the front of the class. None of the students raised up their hands, so she called them one by one. At first, the students were afraid and shy to perform, but she always motivated them.

R : "Citra, have you done? Is it your picture? Good. Okay, come forward, tell the story to your friend."

S : "Ah, *belum*... Miss."

R : "It's okay. It's good."

S : "*Masih bingung.*"

R : "I'll help you."

After rechecked the story briefly, she delivered the story in front of the class.

In the middle of the performances, Alysia still asked the R about what the English words should use and how to make the story. So, she asked her to consult dictionary and their friends. While the other Ss who did not bring a dictionary were allowed them to use the dictionaries installed in their cellphones. However, they were playing games and accessing google translate instead.

During the performance, some of them still felt difficult in delivering the story. Most of them just read the story. All of them performed in front of the class, R said that she was satisfied and that they still needed to practice their speaking skill. R said goodbye.

Field Note 6

First Meeting of Cycle 2

Saturday, October 19, 2013

R : Researcher

ET : English Teacher

Ss : Students

The R entered the class together with the C and the T at about 09.20. She greeted them Ss, "How's life?". "Yes.", they replied. It seemed that they did not understand the greeting, so changed the question, "How are you?". They answered, "I'm fine, thank you. And you?" "I'm fine to thank you. So, 'how's life?' means 'How are you?'. *Jadi kalau saya tanya, 'How's life?' she explained. "I'm good. I'm fine.", they answered. Then, she asked whether they were ready to start the lesson. Before they started the lesson, she checked the attendance. She also told them the topic they would learn today.*

She distributed a picture for each Ss, "Is it colorful?" "Yes...!", all students replied happily. The first task is discussing the pictures. "Now, please look at the pictures. *Tentang apa itu gambarnya?*" she asked. The Ss answered, "*Liburan*", "Vacation", "Camping", "Picnic", "School Trip". "*Ya,, coba lihat di atasnya bus itu ada tulisan apa?*" she asked. They replied altogether, "School Trip!" And then, they discuss the pictures one by one. She accommodated all their opinions before she told them the right ones about the pictures. They got the big pictures of the story and some new vocabulary from the pictures.

After that, she asked them to listen to the real story of the pictures. She read it while they listen to her carefully. She modelled the text using gestures to ease their understanding. She wrote some verbs on the white board, focused on the changes of verb 1 and verb 2.

After studied the text together, she gave opportunities for them to work in pairs to answer some questions. They were given 10 minutes to do it. Some students delivered questions to her. For questions related to vocabulary, she asked them to access dictionary to find the meaning. When she offered who would discuss the first questions, some students raised their hands, "Saya, Miss." "Miss, number 2." "Number 3, Miss.", they were very

excited. “Okay, everyone. *Siapa cepat dia dapat*. Who answered number 1?” She asked. “Miss...” Ivan raised his hand. She continued to the next questions.

Then, they pronounced some vocabulary listed. Here, she checked and corrected their pronunciation. Besides, she also gave the appropriate use of each vocab depended on the context.

“*Coba*, is it easy? With the picture, is it easy?” she asked. “They replied, “Yes...”.

She divided the class into several groups consisting of 4 members. “Okay, look. I have many cards here. So, what will you do? *Kita akan bermain* Yesterday game.” There were 4 piles of pictures, a pink pile was pictures of person, and three piles (green, yellow, blue) were pictures of actions. Then, she explained the procedures of the game. She also modelled how to do the game.

Some boys helped them distributed the cards for each groups. First, the class practiced together by the R guidance. After that she gave them opportunities to do the activity in the group. She went to each group to observe and assist them.

When she gave feedback to the class, the bell rang. She asked, “Is it fun?” They answered, “Yes...” “Did you enjoy the game?” she asked again. “Yes” “Enjoy, Miss.” So, she ended the class by saying thank you and goodbye to the Ss.

Field Note 7

Second Meeting of Cycle 2

Wednesday, October 23, 2013

R : Researcher

ET : English Teacher

Ss : Students

The researcher entered the class and greeted the students. A student led a prayer. After checking the students' attendance, she asked the students whether they had studied the list of regular and irregular verbs she gave in the previous meeting. She asked the students some questions related to the verbs and then re-explained them to the class. The last material about recount text was also reviewed together with the students. Next she told the students that today they would have an activity using pictures which would be done in groups. So, she instructed them to make a group of five. She said “Is it clear? *Satu grup terdiri dari lima orang, yang dua grup nanti terdiri enam orang, OK? Sekarang buat grupnya*. You can choose your group and... listen, you choose the leader.” After the groups were made, she told the rules of the game, “Every five minutes *kalian ambil satu kartu gambar, lima menit berikutnya ketua kelompok ambil lagi satu kartu. Nanti ada empat kartu totalnya. Jadi, dalam waktu 20 menit kalian akan membuat sebuah cerita*.” She said that in the end of the class, they would get a prize. She asked them to be active and to compete with others. While the students set their seats. The English teacher helped organizing the students. After the grouping was set, the researcher came to each group to give the clearer instructions.

The class was very noisy. The researcher asked them if they were ready to start the activity or not, “Are you ready?” After they were quiet and paid attention, she asked the leader to take the first picture. In the beginning, the students were very excited as some of them ran

to her to get the picture. They were to make two statements or more reflecting the picture. The leaders came back to their groups and discussed the picture. She also told the students that they were given a freedom to interpret and to create the story. She told them to consult dictionary if they found difficulties dealing with vocabulary.

A student asked whether he was allowed to use electronic installed in the mobile phone. As nobody brought dictionary in his group, she allowed him. All students were busy sharing their ideas while the researcher moved around the class to monitor their progresses and to help them as they found some difficulties. The first five minutes had passed, she called the leaders to take the second picture. The third picture was taken, the students continued the discussion. The English teacher also came into some groups guided the students. Now, the students had got the last picture.

The researcher came into the groups one by one and asked them to tell the story to her. This way, the researcher commented their works and told them whether the story needed improvement or not.

“Ok now, which group will perform first?” she asked. A student raised his hand. “Good, your group is number 1.”, she pointed the group. She showed the prize and said that it was limited to the best students. “Yeeee...”, the students were exited. The first group performed the monologue. As some students only read aloud the text, she told them not to read but to retell the story. When asked, “Who is the next?” all students raised their hands. So she pointed the group one by one.

Later, she appreciated their performances as well as their stories. They were very creative to create such stories and none of them were exactly similar. After giving the general feedback to the students, she invited some students to get the rewards. She motivated all the students to keep practicing and confident to speak English without worries about making mistakes. Finally, she thanked the students and said good bye.

APPENDIX E

Speaking Tests

PRE-TEST INSTRUMENT

Type of the test : Speaking Performance (monologue)

Skill : Speaking

Instructions :

- Think of what you did last holiday.
What experience?
Who were involved?
When did it happened?
Where did it took place?
What happened? What did the people do?
How was it?
- Tell the class about your story.

Scoring Rubric (Appendix F)

POST-TEST INSTRUMENT

Type of the test : Speaking Performance (monologue)

Skill : Speaking

Instructions :

- Think of an unforgettable moment happened in your life.
What experience?
Who were involved?
When did it happened?
Where did it took place?
What happened? What did the people do?
How was it?
- Tell the class about your story.

Scoring Rubric (Appendix F)

APPENDIX F

Speaking Rubrics

SPEAKING RUBRICS
BY DICK, GALL AND BROG (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker speaks very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he / she is	The speaker often makes pronunciation mistakes in performing	The speaker sometimes makes grammatical mistakes	The speaker uses very few vocabulary variations and uses

	impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and searching for words so that he/ she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	The speaker almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker makes very often grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	The speaker uses limited vocabulary variations and uses many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is

	patterns).even suddenly stops.	ambiguous because pronunciation is not clear.	sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	difficult to understand, he/ she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficultly; he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.

APPENDIX G

Course Grids

COURSE GRID

The Teaching and Learning Process of Speaking through Pictures

For Grade VIII of SMP Negeri 2 Godean

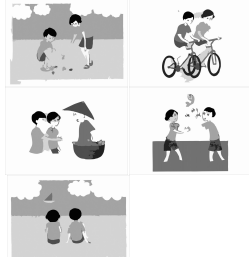
Standard of Competence


4. Expressing meaning of very simple monologue in the form of descriptive and recount to interact with others.

Basic Competency

- 4.2 Expressing meaning of very simple monologue through spoken language in the form of descriptive and recount text accurately, fluently, and appropriately to interact with others.

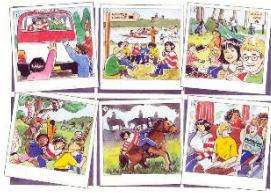

Cycle 1 (Meeting 1-4)


Topic	Materials	Key Vocabulary	Language Focus	Activities	Indicators	Pictures	Learning Resources
My past experience	<ul style="list-style-type: none"> - Spoken personal recount texts, taken from <i>EOS English on Sky 2</i>. <p>Example 1.</p> <p>Hi, guys! Do you like going to the beach? Do you ever go to the beach? Last weekend my friend and I were very bored after one week of holiday. So we rode our bicycles to the beach. It's only five kilometers from my house. First, we looked for sea shells. Then we run</p>	Beach (n) Holiday (n) Bicycle (n) Sea (n) Shell (n) Rest (n) Fisherman (n) Experience (n) Rode (v) Down (prep.) Wonderful (adj.)	<ul style="list-style-type: none"> - Simple past tenses. - Connectors: First, then, after that, finally, - Adverb of time: Last weekend, last Sunday yesterday, two weeks ago, - Action verbs (Regular/irregular verbs) My friend and I were very bored We rode our bicycles to the beach 	BKOF <ul style="list-style-type: none"> - Students listen to the teacher. (Task1) - Teacher and students discuss the recording. - Teacher asks students what they did last Sunday. (Task2) MOT <ul style="list-style-type: none"> - Teacher gives an example of an oral recount text. - Students listen to the teacher carefully. (Task3) - Students answer some questions given by the teacher orally. 	<ul style="list-style-type: none"> - Identify the information in the given monologue. - Mention the function of recount text. - Mention the generic structure of recount text. - Mention the language features of the text. - Pronounce the words correctly. - Identify some strategic devices. - Perform a simple monologue of recount text. - Use cohesive devices in the monologue 	(Task 6)  Made by Corel Draw App.	<ul style="list-style-type: none"> - Hornby, A. S. 2005. <i>Oxford Advance Learner's Dictionary</i>. London: Oxford University Press. - Mukarto, et.all. 2007. <i>EOS. English on Sky 2</i>. Jakarta: Erlangga - Wright, Andrew. 1989. <i>Pictures for Language Learning</i>. Cambridge: Cambridge University Press. - Wright, Andrew. 1989. <i>1000+ Pictures for Teachers to Copy</i>. New York: Longman.

<p>into the water and tried to catch some fish. After that we sat down for a rest. Before we went home we bought some fish from the fishermen. We were very tired but we felt happy. It was a wonderful experience.</p> <p>Example 2.</p> <p>Miss Ina : Class, Butet will tell us her experience last holiday. Now, Butet, you can ..start.</p> <p>Butet : Thank you ma'am. Last holiday, I went fishing with my dad. We, um... went to a river near our house. It's not very far so we just rode our bicycles. First, we looked for a good place to sit. Then, we started fishing. We sat there for more than um... three hours, but it wasn't our lucky day. We couldn't get any fish. We were very tired, so we rode back home.</p> <p>- Social Function A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.</p>	<p>River (n) Fishing (n) Lucky (adj.) Looked (v) Started (v) Rode (v) Sat (v)</p>	<p>- Gambits in Spoken Recount Text: ▪ Hi, guys! ▪ I want to tell you about my great experience . . . ▪ Let me tell you about my experience</p>	<p>- Teacher asks students to find some difficult vocabulary and then together with students study the vocabulary. (Task4) - Teacher explain the organization of recount text, the language features, & the gambits of spoken recount text. (Task5) - Guided by the teacher, students investigate the language features & the organization of the text. (Task6) - Teacher models another example of spoken recount text. (Task7) - Students study new vocabulary and are drilled by the teacher. (Task8) - Students study the pattern of simple past tense. (Task9)</p> <p>JCOT</p> <p>- Students learn how to make past tense referring to the given pictures. - Guided with story line, students try to make a recount text orally. (Task10) - Given some pictures illustrating a story (out of order), the class discuss and sequence them into a good order (Task11) - Students make a group of eight. Each group will be given a picture and makes two statements about its picture before passing it on the next</p>	<p>- Convey facial expressions, gestures, body language, and other non-verbal cues.</p>	<p>(Task 11)</p>  <p>Downloaded from the internet</p> <p>(Task 12)</p> <p>Teacher's drawing Students' drawings</p>	<p>- Stephens, Mary. 1995. <i>Pictures for Writing. Book 1</i>. Essex: Longman.</p>
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	<ul style="list-style-type: none"> - Generic structure of recount text <ul style="list-style-type: none"> ▪ Orientation ▪ Sequence of events ▪ Reorientation 			<p>group. Each group then studies the new picture and adds two more statements to the story based on the new picture. Each group stories are presented and compared. (Task11)</p> <p>ICOT</p> <ul style="list-style-type: none"> - Individually, students create a new ending of the story in Task 11 <p>They are asked to create their own drawings by copying the first five pictures and adding one or two pictures.</p> <ul style="list-style-type: none"> - And then the students tell the story in front of the class. (Task12) 			
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Cycle 2 (Meeting 5-6)

Topic	Functional Text	Key Vocabulary	Language Focus	Activities	Indicators	Pictures	Learning Resources
My unforgettable experience	<p>- Spoken personal recount texts, adapted from <i>Pictures For Writing. Book1. P.36.</i></p> <p>Hello, everyone! I want to tell you about my great experience.</p> <p>Last month, our class had a school trip. We started from school at 6 am. In the middle of the way, we stopped for a picnic. We visited a castle and then ate our lunch near the lake. After that we went swimming and canoeing. Later on, we got back on the bus and drove to the campsite. We set up our tents and sat round the fire and ate delicious barbeques. In the next morning, we did many things. First we went horse riding. Lisa fell off and hurt her arm. She had to go to hospital. After that, we went climbing. We also played football and volleyball. In the evening, we left the campsite and headed back to school. On the bus, we talked about a lot of things, laughed, and</p>	<p>picnic (n) castle (n) lunch (n) lake (n) canoeing (n) tent (n) barbeque (n) campsite (n) start (v) visit (v) leave (v) laugh (v) near (prep.) delicious (adj.) get back (v) set up (v) fall off (v) head back (v)</p>	<p>-Simple past tenses. -Connectors: First, then, after that, finally, later on, -Adverb of time: Last weekend, last month, yesterday, two weeks ago, -Action verbs (Regular/irregular verbs) Our class had a school trip. We talked about a lot of things. -Gambits in Spoken Recount Text: ▪ Hi, guys! / Hello, everyone! ▪ I want to tell you about my great experience . . . ▪ Let me tell you about my experience . . . ▪ I would like to tell you about my experience . . .</p>	<p>BKOF - Teacher gives a sequence of pictures. - Students discuss the pictures. (Task1)</p> <p>MOT - Teacher tell the story of the pictures. - Students listen to the teacher carefully. (Task2) - Students answer some questions given by the teacher orally. - Teacher asks students to find the meaning and pronunciation of new words. (Task3) - Guided by the teacher, students investigate the language features & the organizational of the text. (Task4) - Students study making simple past tenses. (Task5)</p> <p>JCOT - Students make a group of four. Each group is given a</p>	<p>- Identify the information in the given monologue. - Mention the function of recount text. - Mention the generic structure of recount text. - Mention the language features of the text. - Pronounce the words correctly. - Perform a simple monologue of recount text. - Use some strategic devices. - Use cohesive devices in the monologue. - Convey facial expressions, gestures, body language, and other non-verbal cues.</p>	<p>(Task 1)</p>  <p>Taken from <i>Pictures for Writing. Book 1.</i></p> <p>(Task 6)</p>  <p>Picture cards: Some piles of people & actions Taken from <i>1000+ Pictures for Teachers to Copy</i></p>	<p>- Hornby, A. S. 2005. <i>Oxford Advance Learner's Dictionary</i>. London: Oxford University Press. - Mukarto, et.all. 2007. <i>EOS. English on Sky 2</i>. Jakarta: Erlangga - Wright, Andrew. 1989. <i>Pictures for Language Learning</i>. Cambridge: Cambridge University Press. - Wright, Andrew. 1989. <i>1000+ Pictures for Teachers to Copy</i>. New York: Longman. - Stephens, Mary. 1995. <i>Pictures for Writing. Book 1</i>. Essex: Longman.</p>

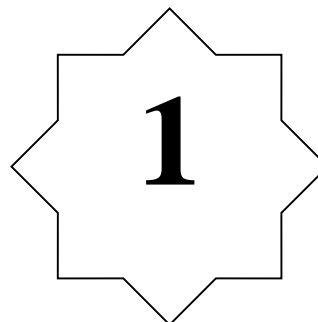
	<p>sang songs. That was a great school trip!</p> <ul style="list-style-type: none"> - Social Function A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. - Generic structure of recount text <ul style="list-style-type: none"> ▪ Orientation ▪ Sequence of events ▪ Reorientation 			<p>set of flashcards consisted of people and actions. They are to tell what the people did in the pictures. (Task6)</p> <ul style="list-style-type: none"> - Students make a group of four. Each group will be given a sequence of pictures picture and makes two statements about its picture. Each group then studies the new picture and adds two more statements to the story based on the new picture. (Task7) - Each group stories are presented and compared. <p>ICOT</p> <ul style="list-style-type: none"> - Individually, students retell the story in Task 7 with their own words. (Task8) 		<p>(Task 7)</p>  <p>Taken from <i>Pictures for Writing. Book 1.</i></p>	
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APPENDIX H

Lesson Plans

LESSON PLAN

Name of the school	: SMP Negeri 2 Godean
Subject	: English
Grade/semester	: VIII/I
Meeting	: 1-4
Text type	: Recount text
Skill	: Speaking
Time Allocation	: 8 x 40 minutes



STANDARD COMPETENCE:

Speaking

4. Expressing meaning of very simple monologue in the form of descriptive and **recount** to interact with others.
(*Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan **recount** untuk berinteraksi dengan lingkungan sekitar.*)

BASIC COMPETENCE :

- 4.2. Expressing meaning of very simple monologue through spoken language in the form of descriptive and **recount** text accurately, fluently, and appropriately to interact with others.
(*Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan **recount**.*)

INDICATORS

Students are able to

1. Identify the information in the given monologue.
2. Mention the function of recount text.
3. Mention the generic structure of recount text.
4. Mention the language features of the text.
5. Pronounce the words correctly.
6. Identify some strategic devices.
7. Perform a simple monologue of recount text.
8. Use cohesive devices in the monologue.
9. Convey facial expressions, gestures, body language, and other non-verbal cues.

A. OBJECTIVES

In the end of the lesson, students are able to:

express meaning of very simple monologue through spoken language in the form of **recount** text accurately, fluently, and appropriately to interact with others

B. LEARNING MATERIAL

Hi, guys!

Do you like going to the beach? Do you ever go to the beach? Last weekend my friend and I were very bored after one week of holiday. So we rode our bicycles to the beach. It's only five kilometers from my house. First, we looked for sea shells. Then we run into the water and tried to catch some fish. After that we sat down for a rest. Before we went home we bought some fish from the fishermen. We were very tired but we felt happy. It was a wonderful experience.

Taken from EOS English on Sky 2

Personal Recount

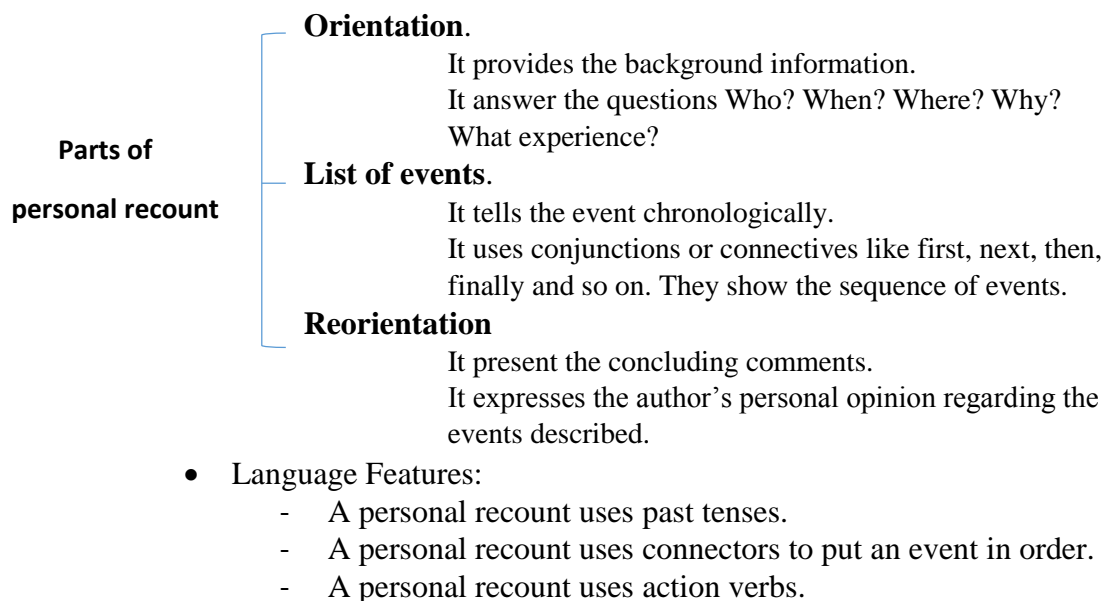
- **Social Function**

A recount text is a text that telling the reader about one story, action or activity.

Its goal is to entertaining or informing the reader.

- **Text Organization**

Recount text has structures as below:



Grammar

Subject	+	V2	
My friend and I		were	very bored
We		rode	our bicycles to the beach

Adverbial of time : Last weekend, last Sunday, yesterday,
two weeks ago,

Conjunctions : First, then, after that, finally,

- Gambits in Spoken Recount Text:
 - Hi, guys!
 - Let me tell you about my experience
 - I would like to tell you about my experience

Vocabulary

Word	Part of Speech	Pronunciation
Beach	N	/bi:tʃ/
Holiday	N	/ˈhɒl.ɪ.deɪ/
Bicycle	N	/ˈbaɪ.sɪ.kl/
Sea	N	/si:/
Shell	N	/ʃel/
Rest	N	/rest/
Fishermen	N	/ˈfɪʃ.ə.mən/
Experience	N	/ɪkˈspɪə.ri. ə n t s/
Rode	V	/rəʊd/
Down	Prep	/daʊn/
Wonderful	Adj.	/ˈwʌn.də.f ə l/

C. TEACHING-LEARNING METHOD/ TECHNIQUES

Four Cycles: BKOF, MOT, JCOT, ICOT

D. TEACHING-LEARNING ACTIVITIES

1. Opening

- a. Teacher greets the teacher.
- b. One of the students leads the prayer.
- c. Teacher checks the attendance.
- d. Teacher writes the topic on the board.
- e. Teacher informs the learning objectives and the scope of the lesson.

2. Main activities

BKOF

- Students listen to the teacher. (Task1)
- Teacher and students discuss the recording.
- Teacher asks students what they did last Sunday. (Task2)

MOT

- Teacher gives an example of an oral recount text.
- Students listen to the teacher carefully. (Task3)
- Students answer some questions given by the teacher orally.
- Teacher asks students to find some difficult vocabulary and then together with students study the vocabulary. (Task4)
- Teacher explain the organization of recount text, the language features, & the gambits of spoken recount text. (Task5)
- Guided by the teacher, students investigate the language features & the organization of the text. (Task6)
- Teacher models another example of spoken recount text. (Task7)
- Students study new vocabulary and are drilled by the teacher. (Task8)
- Students study the pattern of simple past tense. (Task9)

JCOT

- Students learn how to make past tense referring to the given pictures.
- Guided with story line, students try to make a recount text orally. (Task10)
- Given some pictures illustrating a story (out of order), the class discuss and sequence them into a good order
- In a group of four, the students are asked to make a story based on the pictures. Then, they tell the story to other groups. (Task11)

ICOT

- Individually, students create a new ending of the story in Task 11
They are asked to create their own drawings by copying the first five pictures and adding one or two pictures.
- And then the students tell the story in front of the class. (Task12)

3. Closing

- a. Teacher and students reflect to today's lesson.
- b. Teacher gives feedback to students.
- c. Teacher and students summarize materials learned.
- d. Teacher gives further guidance to students.

- e. One of the students leads the prayer.
- f. Teacher says goodbye to students.

E. LEARNING RESOURCES

- Hornby, A. S. 2005. *Oxford Advance Learner's Dictionary*. London: Oxford University Press.
- Mukarto, et.all. 2007. *EOS. English on Sky 2*. Jakarta: Erlangga
- Wright, Andrew. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press.
- Wright, Andrew. 1989. *1000+ Pictures for Teachers to Copy*. New York: Longman.
- Stephens, Mary. 1995. *Pictures for Writing. Book 1*. Essex: Longman.

F. LEARNING MEDIA

Media:

- Pictures
- Handout
- Slot board

Equipment:

- White board
- Board marker

G. ASSESSMENT

- a. Technique : Performance Assessment
- b. Speaking Rubric (Appendix F)

English Teacher,

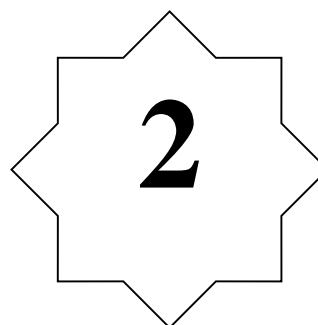
Godean, 28 September 2013
Researcher,

Kalbarinah, S.Pd.
NIP 19550429 197803 2 003

Gallis Nawang Ginusti
NIM 09202241065

LESSON PLAN

Name of the school	: SMP Negeri 2 Godean
Subject	: English
Grade/semester	: VIII/I
Meeting	: 5-6
Text type	: Recount text
Skill	: Speaking
Time Allocation	: 4 x 40 minutes



STANDARD COMPETENCE:

Speaking

4. Expressing meaning of very simple monologue in the form of descriptive and **recount** to interact with others.
(*Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan **recount** untuk berinteraksi dengan lingkungan sekitar.*)

BASIC COMPETENCE :

- 4.2. Expressing meaning of very simple monologue through spoken language in the form of descriptive and **recount** text accurately, fluently, and appropriately to interact with others.
(*Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan **recount**.*)

INDICATORS

Students are able to

1. Identify the information in the given monologue.
2. Mention the function of recount text.
3. Mention the generic structure of recount text.
4. Mention the language features of the text.
5. Pronounce the words correctly.
6. Perform a simple monologue of recount text.
7. Use some strategic devices.
8. Use cohesive devices in the monologue.
9. Convey facial expressions, gestures, body language, and other non-verbal cues.

A. OBJECTIVES

In the end of the lesson, students are able to:

express meaning of very simple monologue through spoken language in the form of **recount** text accurately, fluently, and appropriately to interact with others

B. LEARNING MATERIAL

Hello, everyone! I want to tell you about my great experience.

Last month, our class had a school trip. We started from school at 6 am. In the middle of the way, we stopped for a picnic. We visited a castle and then ate our lunch near the lake. After that we went swimming and canoeing. Later on, we got back on the bus and drove to the campsite. We set up our tents and sat round the fire and ate delicious barbeques. In the next morning, we did many things. First we went horse riding. Lisa fell off and hurt her arm. She had to go to hospital. After that, we went climbing. We also played football and volleyball. In the evening, we left the campsite and headed back to school. On the bus, we talked about a lot of things,

Adapted from Pictures for Writing. Book 1.

Personal Recount

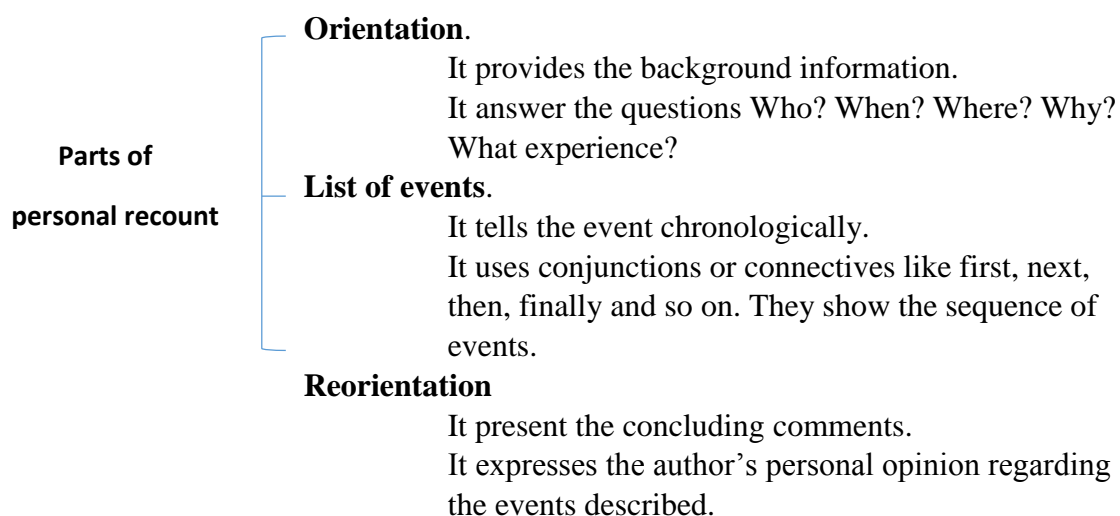
- **Social Function**

A recount text is a text that telling the reader about one story, action or activity.

Its goal is to entertaining or informing the reader.

- **Text Organization**

Recount text has structures as below:



- **Language Features:**

- A personal recount uses past tenses.

- A personal recount uses connectors to put an event in order.
- A personal recount uses action verbs.

Grammar

Last month,	Subject	+	V2	a school trip. about a lot of things.
	our class		had	
	We		talked	

Adverbial of time : Last weekend, last month, yesterday, two weeks ago,

Conjunctions : First, then, after that, finally, later on,

- Gambits in Spoken Recount Text:
 - Hi, guys! / Hello, everyone!
 - I want to tell you about my great experience
 - Let me tell you about my experience
 - I would like to tell you about my experience

Vocabulary

Word	Part of Speech	Pronunciation
Picnic	N	/ˈpɪk.nɪk/
Castle	N	/ˈkæ.səl/
Lunch	N	/lʌn tʃ/
Lake	N	/leɪk/
Canoeing	N	/kəˈnuː.ɪŋ/
Tent	N	/tent/
Barbecue	N	/ˈbɑː.bɪ.kjuː/
Start	V	/stɑːrt/
Visit	V	/ˈvɪz.ɪt/
Leave	V	li:v/
Laugh	V	/læf/
Get back	V	/get bæk/
Set up	V	/set ʌp/
Fall off	V	/fɑ:l /ɑ:f/
Head back	V	/hed bæk/
Near	Prep.	/nɪr/
Delicious	Adj.	/dɪˈlɪʃ.əs/

C. TEACHING-LEARNING METHOD/ TECHNIQUES

Four Cycles: BKOF, MOT, JCOT, ICOT

D. TEACHING-LEARNING ACTIVITIES

1. Opening

- a. Teacher greets the teacher.
- b. Teacher checks the attendance.
- c. Teacher writes the topic on the board.
- d. Teacher informs the learning objectives and the scope of the lesson.

2. Main activities

BKOF

- Teacher gives a sequence of pictures.
- Students discuss the pictures. (Task1)

MOT

- Teacher tell the story of the pictures.
- Students listen to the teacher carefully. (Task2)
- Students answer some questions given by the teacher orally.
- Teacher asks students to find the meaning and pronunciation of new words. (Task3)
- Guided by the teacher, students investigate the language features & the organizational of the text. (Task4)
- Students study making simple past tenses. (Task5)

JCOT

- Students make a group of four. Each group is given a set of picture cards consisted of people and actions.
They are to tell what the people did in the pictures. (Task6)
- Students make a group of four. Each group will be given a sequence of pictures picture and makes two statements about its picture. Each group then studies the new picture and adds two more statements to the story based on the new picture. (Task7)
- Each group stories are presented and compared.

ICOT

- Individually, students retell the story in Task 7 with their own words. (Task8)

3. Closing

- a. Teacher and students reflect to today's lesson.
- b. Teacher gives feedback to students.
- c. Teacher and students summarize materials learned.
- d. Teacher gives further guidance to students.
- e. One of the students leads the prayer.
- f. Teacher says goodbye to students.

E. LEARNING RESOURCES

- Hornby, A. S. 2005. *Oxford Advance Learner's Dictionary*. London: Oxford University Press.
- Mukarto, et.all. 2007. *EOS. English on Sky 2*. Jakarta: Erlangga
- Wright, Andrew. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press.
- Wright, Andrew. 1989. *1000+ Pictures for Teachers to Copy*. New York: Longman.
- Stephens, Mary. 1995. *Pictures for Writing. Book 1*. Essex: Longman.

F. LEARNING MEDIA

Media:

- Pictures
- Flashcards
- Handout

Equipment:

- White board
- Board marker

G. ASSESSMENT

- a. Technique : Performance Assessment
- b. Speaking Rubrics (Appendix F)

English Teacher,

Kalbarinah, S.Pd.
NIP 19550429 197803 2 003

Godean, 17 October 2013
Researcher,

Gallis Nawang Ginusti
NIM 09202241065

APPENDIX I

Learning Materials and Tasks

MY PAST EXPERIENCE

Building Knowledge of Field

Task 1

- A. Listen to your teacher.
- B. Have you ever had such conversation with your friends?
What (topics) were you talking about?

Task 2

Answer the following questions orally.

1. Where did you go last Sunday?
2. What did you do?
3. How did you feel?

Modelling of the Text

Task 3

- A. Listen to you teacher carefully.

Transcript

Hi, guys!

Do you like going to the beach? Do you ever go to the beach? Last weekend my friend and I were very bored after one week of holiday. So we rode our bicycles to the beach. It's only five kilometers from my house. First, we looked for sea shells. Then we ran into the water and tried to catch some fish. After that we sat down for a rest. Before we went home we bought some fish from the fishermen. We were very tired but we felt happy. It was a wonderful experience.



B. Answer the questions orally.

1. What did Maliki do last weekend?
2. Who did Maliki go there with?
3. Where did they go?
4. How did they go there?
5. What did they do there?
6. Did they bought some fish?
7. How did they feel?

Task 4

Study the following vocabulary, and then listen and repeat after your teacher.

Word	Part of Speech	Pronunciation
Beach	N	/bi:tʃ/
Holiday	N	/'hɒl.ɪ.deɪ/
Bicycle	N	/'baɪ.sɪ.kl/
Sea	N	/si:/
Shell	N	/ʃel/
Rest	N	/rest/
Fisherman	N	/'fɪʃ.ə.mən/
Experience	N	/ɪk'spiə.ri. ə n t s/
Rode	V	/rəʊd/
Down	Prep	/daʊn/
Wonderful	Adj.	/'wʌn.də.f ə l/

Task 5

Study the following explanation.

Personal Recount

Parts of personal recount

Orientation.

It provides the background information.
It answers the questions Who? When? Where? Why?
What experience?

List of events.

It presents what people do? It tells the events.
chronologically.
It uses conjunctions or connectives like first, next,
then, finally and so on. They show the sequence of
events.

Reorientation

It present the concluding comments.
It expresses the author's personal opinion regarding
the events described.

Language Features:

- A personal recount uses past tenses.
- A personal recount uses connectors to put events in order.
- A personal recount uses action verbs.

Gambits in Spoken Recount Text:

- Hi, guys!
- Let me tell you about my experience
- I would like to tell you about my experience

Task 6

- A. Listen carefully to Maliki's story and put the following pictures in order.
Write the number inside the boxes.







- B. Listen again and then find the information bellow

1. The action verbs (write under the pictures.)
2. The conjunctions or connectors

.....

3. The parts of personal recount text

Orientation :

Events :

.....

.....

Reorientation :

Task 7

A. Listen and repeat after your teacher.

Transcript

Miss Ina : Class, Butet will tell us her experience last holiday. Now, Butet, you can start.

Butet : Thank you ma'am. Last holiday, I went fishing with my dad. We, um... went to a river near our house. It's not very far so we just rode our bicycles. First, we looked for a good place to sit. Then, we started fishing. We sat there for more than um... three hours, but it wasn't our lucky day. We couldn't get any fish. We were very tired, so we rode back home.

Adopted from *English on Sky 2* p.54

B. Answer the questions orally.

1. What did Butet do last holiday?
2. Who did Butet go there with?
3. Where did they go?
4. How did they go there?
5. What did they do there?
6. How did they feel?

Task 8

Listen and practice pronouncing the following verbs. And then find the meaning of the words.

The Simple Past of Regular Verb

Group A
/d/

Group B
/t/

Group C
/Id/

Worked
Cooked
Talked

Played
Cleaned
Studied

Shouted
Painted
Waited

Fixed	Cried	Planted
Brushed	Shaved	Collected
Danced	Listened	
Washed	Smiled	
Watched	Yawned	

The Simple Past of Irregular Verb

Present	Past	Present	Past
Do	Did	Buy	Bought
Go	Went	Bring	Brought
Ride	Rode	Tell	Told
See	Saw	Find	Found
Run	Ran	Feel	Felt
Sit	Sat	Say	Said
Sing	Sang	Make	Made
Swim	Swam	Sleep	Slept

Task 9

Study the pattern below.

Simple Past Tense	Subject	+	V2	+	yesterday last week last month last . . . a week ago four years ago . . . ago
-------------------	----------------	---	-----------	---	---

Example:



Yesterday, I **played** football.

My mom **went** shopping last week.



Task 10

Let's do 'Story Line' activity.

- A. Work in pairs. Look at the pictures and make utterances. Number one has been done for you.

Last Sunday Shanti was very busy. . . .

1



She **exercised** in the morning.

2



...

3



...

Vocabulary List

Dust (v)
Vacuum (v)
Exercise (v)
Wash (v)
Clothes (n)
Dishes (n)
Floor (n)

4



...

5



...

- B. Now, tell your friends about the story. Use the pictures to help you in sequencing the story.

Last Sunday, Shanti was very busy.

First,

Then,

Next,

After that,

Finally,

When she finished all her work she was very tired.

Task 11

Let's do '*Hold up picture story*' activity.

Last month, my friends and I went camping. Surprisingly, a wild bear came into our campsite.

A sequence of pictures illustrating the story is shown to the class, out of order. Discuss and decide where the picture should be placed in the sequence. A student will be asked to stand at the front of the class and hold up one of the pictures. Decide whether the next picture comes before or after it, and another student will hold it up and stand in an appropriate position.

In a group of four, try to make a story based on the pictures. Then, tell the story to other groups.

Individual Construction
of the Text

Task 12

Use the first five pictures given in Task 11. Individually, create a new ending of the story by adding one or two pictures. Use your drawing to help you in telling the story.

SCRIPT

Task 1

John : What did you do last Sunday?
Asep : I went to the city Hall.
John : City Hall? What did you do there?
Asep : Oh, there was a book exhibition.
John : Wow! Was it interesting?
Asep : It was OK.
John : Who did you go there with?
Asep : With Zahra. Umm... Actually she asked me to go there with her.
Johnn : I see. Did you buy any books?
Asep : Yes. I bought some books.
John : Did you buy any comics?
Asep : Unfortunately no. I couldn't find my favorite comics.
John : What did you do then?
Asep : Well, after we bought some books we went to the book discussion.
John : Was it interesting?
Asep : The discussion was interesting.
John : Where did you go after that?
Asep : We felt tired. So we just went home.

Adapted from *English on Sky 2* p.50

MY UNFORGETTABLE EXPERIENCE

Building Knowledge of Field

Task 1

Look at the pictures. Can you predict what the pictures are about?



Modelling of the Text

Task 2

A. Listen to you teacher carefully.

Transcript

Hello, everyone! I want to tell you about my great experience.

Last month, our class had a school trip. We started from school at 6 am. In the middle of the way, we stopped for a picnic. We visited a castle and then ate our lunch near the lake. After that, we went swimming and canoeing. Later on, we got back on the bus and drove to the campsite. We set up our tents and sat round the fire and ate delicious barbeques. In the next morning, we did many things. First we went horse riding. Lisa fell off and hurt her arm. She had to go to hospital. After that, we went climbing. Then, we also played football and volleyball. In the evening, we left the campsite and headed back to school. On the bus, we talked about a lot of things, laughed, and sang songs. That was a great school trip!

Adapted from Pictures for Writing. Book 1.

B. Now, answer the questions orally.

1. What did they do last month?
2. Where did they go?
3. How did they go there?
4. What did they do there?
5. How did they feel?

Task 3

Find the meaning and how to pronounce them.

picnic (n)	start (v)	get back (v)
castle (n)	visit (v)	set up (v)
lunch (n)	eat (v)	fall off (v)
lake (n)	leave (v)	head back (v)
canoeing (n)	laugh (v)	

Task 4

Listen again. With your partner, find the information bellow.

1. The action verbs (underline the words).
2. The conjunctions or connectors (circle the words).
3. The parts of personal recount text

Orientation :

.....

Events :

.....

.....

Reorientation :

Task 5

A. Study the pattern bellow.

Simple past tense

S + V₂

Example:

Last month, our class had a school trip.

V₂

We talked about a lot of things.

V₂

Join Construction of the Text

Task 6

Let's do 'Yesterday' activity.

Pictures required:

Actions and people.

How to play:

The pictures are placed upside down in four piles (three piles of actions and one pile of people). The first student takes a picture of a person and asks a question. The second, the third, and the fourth students take another picture of an action and utter a statement based on the picture.

Student A : (taking a picture of a person and showing it to B) What did Joan do yesterday?

Student B : (picking up a picture of action) She went to a supermarket..

Student C : (picking up another action) She listened to a radio.

Student D : (picking up another action) She ate lunch.

Task 7

Let's do 'Group sequence stories' activity.

Make a group of five. Each group will be given a picture. Each group makes at least two statements about its picture. Each group then studies the new picture and adds two more statements to the story based on the new picture. When the fourth picture has passed, the stories are displayed and compared.

Individual Construction of the Text

Task 8

Individually, retell the story you created in Task 7 with your own words.

The Most Common Irregular Verbs List

base form	past simple	past participle
be	was/were	been
bear	bore	born
beat	beat	beaten
begin	began	begun
bite	bit	bitten
blow	blew	blown
broadcast	broadcast	broadcast
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

base form	past simple	past participle
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Regular verbs list: different spelling

In English we normally add -ed ending to a verb to make the past simple and the past participle of regular verbs.

Examples of the past simple: *I worked, you worked, he worked.*

Examples of the past participle: *I have worked, you have worked, he has worked.*

Below you can find English verbs that form the past simple and the past participle in a different way.

1. Regular verbs that end in -e (like, love)

We only add -d (not -ed) to the verb: *like - liked, love - loved.*

Some of the most common verbs in this category:

analyse, apologise, admire, agree, approve, behave, change, care, bake, argue, appreciate, bore, breathe, cause, charge, chase, close, compare, complete, like, decide, escape, force, guide, hate, hope, invite, live, move, manage, notice, owe, phone, recognise, remove, settle, shave, smile, snore, stare, taste, use

2. Regular verbs that end in a consonant and -y (carry, try)

We change -y into -i: *carry - carried, try - tried.*

More examples:

accompany, apply, bully, bury, carry, clarify, copy, cry, deny, dry, empty, fancy, fry, horrify, hurry, identify, imply, marry, multiply, rely, reply, satisfy, supply, study, terrify, tidy, try

Note

We do not change -y into -i if the verb ends in a **vowel** and -y: *play - played.*

More examples:

annoy, delay, destroy, enjoy, employ, spray, stay

3. Regular verbs that end in a single vowel and a consonant (stop, admit, travel)

a) We double the consonant in verbs that only have one syllable and end in a single vowel and a consonant to keep the same pronunciation: *stop - stopped, hop - hopped.*

More examples:

ban, beg, chat, chop, clap, clip, drop, drag, fit, flip, grab, grin, grip, hug, jog, knit, mug, nod, pat, plan, rob, shop, skid, scrub, ship, skip, slip, snap, spot, star, stir, thin, top, trip, wrap

b) We double the consonant in verbs with more syllables if the stress falls on the last syllable: *ad'mit - admitted.*

More examples:

comit, confer, deter, kidnap, permit, prefer, refer, regret, transfer, transmit

Note

If the stress is not on the last syllable, we do not double the consonant.

Example: *'enter - entered*

c) In verbs ending in -l the consonant is always doubled after a single vowel.

Example: *travel - travelled.*

More examples:

cancel, control, label, marvel, patrol, pedal, quarrel

APPENDIX J

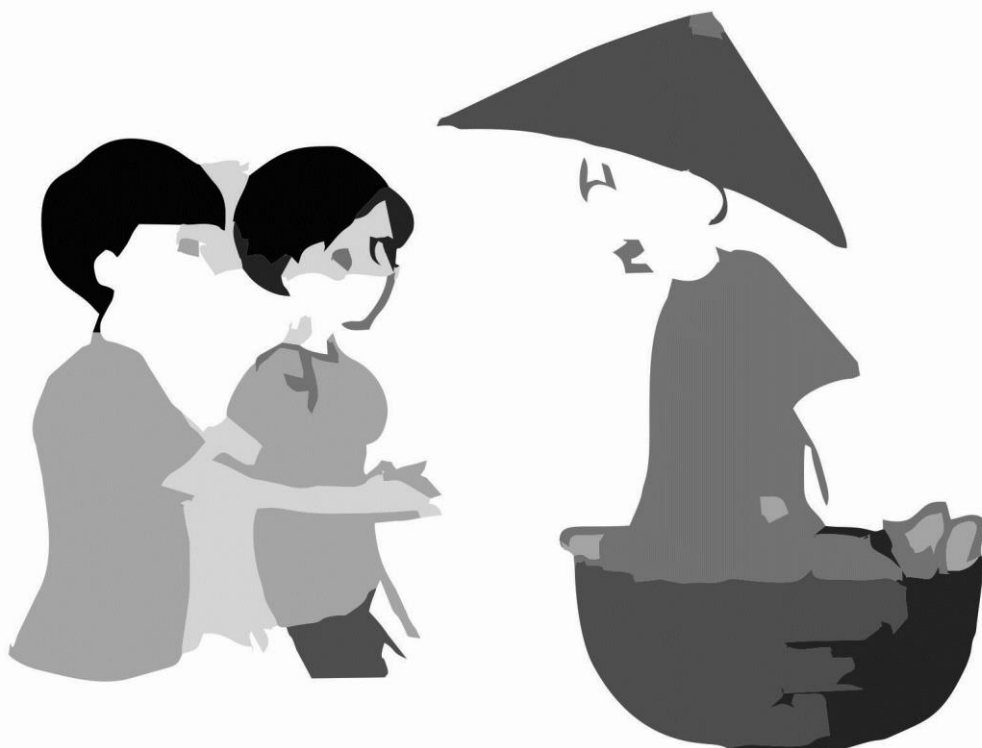
Media



Figure 13: Slot Board



Figure 14: **Picture Cards**





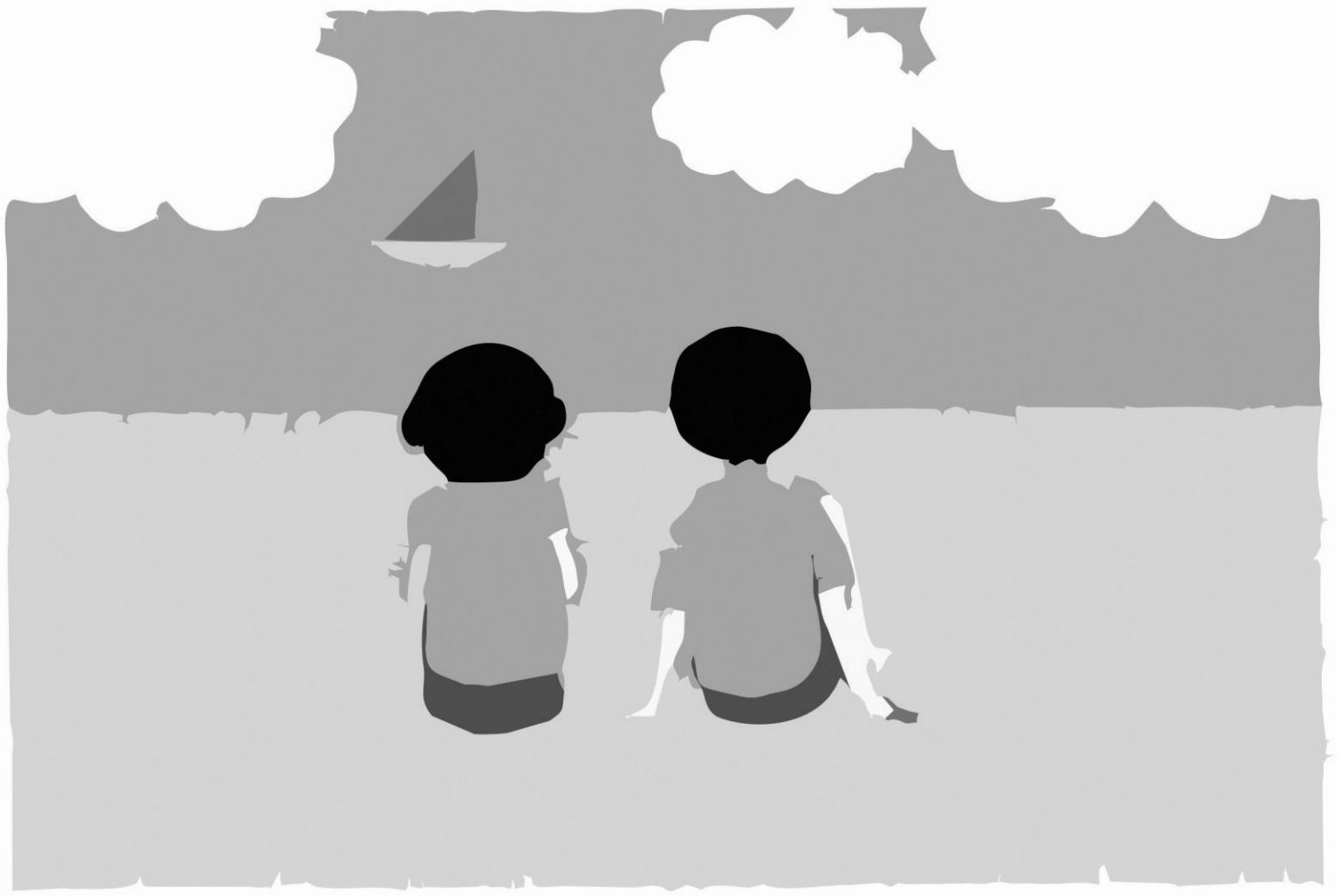














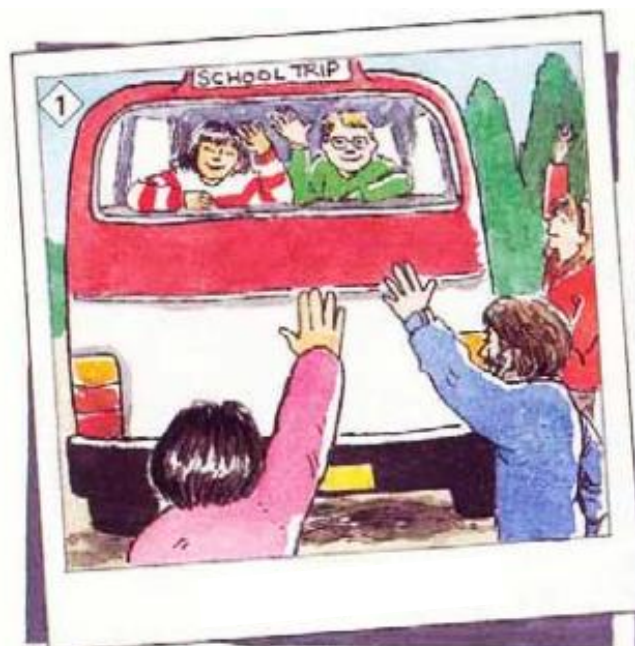




Figure 15: Student's drawing 1



Figure 16: Student's drawing 2





APPENDIX K

Students' Speaking Scores

**THE STUDENTS' SPEAKING PERFORMANCE SCORES
IN THE PRE-TEST**

St.'s	Rater1				TS	Rater2				TS	Rater3				TS	Mean
Number	F	P	A	V	R1	F	P	A	V	R2	F	P	A	V	R3	
S1	6	6	4	6	22	6	6	6	6	24	5	5	4	6	20	22.00
S2	5	4	4	5	18	5	5	4	6	20	5	4	3	5	17	18.33
S3	7	5	6	6	24	7	6	6	7	26	6	5	5	6	22	24.00
S4	6	5	5	5	21	6	5	5	6	22	5	4	4	5	18	20.33
S5	6	5	5	6	22	6	4	5	6	21	4	3	4	5	16	19.67
S6	5	3	4	5	17	5	4	4	6	19	4	3	3	5	15	17.00
S7	5	5	5	6	21	6	5	6	7	24	5	4	5	6	20	21.67
S8	7	5	6	7	25	6	6	6	6	24	7	5	6	7	25	24.67
S9	6	5	4	6	21	5	5	4	6	20	5	4	3	5	17	19.33
S10	8	6	7	8	29	8	6	7	8	29	7	6	7	7	27	28.33
S11	5	5	3	5	18	6	5	4	5	20	5	4	3	5	17	18.33
S12	4	4	6	6	20	5	5	6	6	22	4	4	7	6	21	21.00
S13	7	5	5	7	24	8	6	5	7	26	7	5	4	7	23	24.33
S14	5	4	4	5	18	5	4	5	6	20	5	4	4	5	18	18.67
S15	6	4	4	6	20	6	4	5	6	21	5	4	4	5	18	19.67
S16	6	6	5	5	22	7	6	5	6	24	6	6	4	5	21	22.33
S17	5	5	3	4	17	5	5	4	4	18	4	4	3	4	15	16.67
S18	6	4	4	5	19	5	3	3	5	16	5	3	3	4	15	16.67
S19	5	5	5	5	20	5	5	5	6	21	4	4	4	5	17	19.33
S20	6	5	5	6	22	6	5	6	6	23	5	4	5	6	20	21.67
S21	5	5	6	5	21	6	5	5	6	22	5	4	5	5	19	20.67
S22	6	4	5	5	20	5	4	5	6	20	5	4	4	5	18	19.33
S23	6	4	4	5	19	6	4	5	5	20	5	4	4	4	17	18.67
S24	6	5	4	5	20	6	5	5	6	22	5	5	4	5	19	20.33
S25	5	4	4	5	18	5	4	4	6	19	4	3	4	5	16	17.67
S26	5	5	5	6	21	5	6	5	6	22	5	5	4	5	19	20.67
S27	5	4	5	5	19	6	5	5	5	21	5	4	5	4	18	19.33
S28	5	4	5	5	19	5	5	4	6	20	5	4	4	5	18	19.00
S29	6	5	4	5	20	6	5	5	6	22	5	5	4	5	19	20.33
S30	7	6	5	6	24	7	7	6	5	25	7	6	5	5	23	24.00
S31	5	4	5	6	20	5	5	4	6	20	5	4	4	5	18	19.33
S32	5	4	3	4	16	5	4	4	4	17	5	3	3	4	15	16.00
Mean	5.69	4.69	4.66	5.50	20.53	5.78	4.97	4.94	5.88	21.56	5.13	4.25	4.22	5.19	18.78	

Rater 1: Researcher

Rater 2: English Teacher

Rater 3: Peer Collaborator

**THE STUDENTS' SPEAKING PERFORMANCE SCORES
IN THE POST-TEST**

St.'s	Rater1				TS	Rater2				TS	Rater3				TS	Mean
Number	F	P	A	V	R1	F	P	A	V	R2	F	P	A	V	R3	
S1	7	7	5	7	26	7	7	6	8	28	7	6	5	7	25	26.33
S2	6	5	6	7	24	6	6	6	7	25	6	5	5	7	23	24.00
S3	8	7	8	8	31	8	7	8	8	31	7	6	8	8	29	30.33
S5	7	7	6	6	26	7	7	6	7	27	7	6	6	6	25	26.00
S6	7	5	7	7	26	7	6	6	7	26	7	5	6	7	25	25.67
S7	8	7	7	7	29	8	7	7	8	30	8	6	7	8	29	29.33
S8	8	7	8	8	31	8	7	8	8	31	7	6	8	8	29	30.33
S9	7	7	5	7	26	7	7	5	8	27	7	6	6	8	27	26.67
S10	9	8	8	8	33	9	8	8	8	33	9	7	8	8	32	32.67
S11	7	7	5	8	27	7	7	5	8	27	7	6	5	7	25	26.33
S12	7	7	7	7	28	7	7	7	7	28	7	6	7	7	27	27.67
S13	8	6	7	8	29	8	7	6	8	29	8	7	6	8	29	29.00
S14	6	7	5	7	25	7	7	6	7	27	6	7	5	7	25	25.67
S15	7	7	7	7	28	7	7	6	7	27	7	7	7	7	28	27.67
S16	7	8	7	8	30	7	8	6	8	29	8	7	7	8	30	29.67
S17	7	7	5	7	26	6	7	5	7	25	7	6	5	7	25	25.33
S18	7	6	8	7	28	7	6	8	7	28	7	7	7	7	28	28.00
S19	8	7	6	8	29	7	7	6	8	28	8	6	6	8	28	28.33
S20	5	7	7	7	26	6	8	7	7	28	5	7	7	7	26	26.67
S22	7	7	6	7	27	7	7	6	7	27	7	6	5	7	25	26.33
S23	7	7	6	7	27	7	7	6	7	27	7	7	6	7	27	27.00
S24	7	7	6	7	27	7	8	6	7	28	6	7	6	7	26	27.00
S25	6	7	6	7	26	6	7	6	7	26	6	7	6	6	25	25.67
S26	7	6	6	7	26	7	7	6	7	27	6	6	6	7	25	26.00
S27	7	7	8	7	29	7	7	7	7	28	7	7	7	7	28	28.33
S28	6	6	6	7	25	6	6	6	7	25	6	5	6	7	24	24.67
S29	7	6	5	7	25	7	7	5	7	26	6	6	6	7	25	25.33
S30	8	7	7	8	30	8	7	7	8	30	7	7	7	8	29	29.67
S31	7	6	8	7	28	7	6	7	8	28	7	6	6	7	26	27.33
S32	7	5	6	8	26	7	6	7	8	28	6	5	6	7	24	26.00
Mean	7.07	6.67	6.47	7.27	27.47	7.07	6.93	6.37	7.43	27.80	6.87	6.27	6.27	7.23	26.63	27.30

Rater 1: Researcher

Rater 2: English Teacher

Rater 3: Peer Collaborator

Pre-test Score

	Fluency	Pronunciation	Accuracy	Vocabulary
Rater1	5.69	4.69	4.66	5.50
Rater2	5.78	4.97	4.94	5.88
Rater3	5.13	4.25	4.22	5.19
The mean score of the pre-test	5.53	4.64	4.60	5.52

Post-test Score

	Fluency	Pronunciation	Accuracy	Vocabulary
Rater1	7.07	6.67	6.47	7.27
Rater2	7.07	6.93	6.37	7.43
Rater3	6.87	6.27	6.27	7.23
The mean score of the pre-test	7.00	6.62	6.37	7.31

APPENDIX L

Questionnaires

THE BLUEPRINT OF THE QUESTIONNAIRE

No.	Aspect	Item Number	Reference
1	Who the students are	Part A	Graves (2000:103)
2	The students' attitudes (towards speaking)	Part B 1	Graves (2000:103)
3	The students' speaking abilities	Part B 2, 3, 4, 5	Graves (2000:103)
4	The roles of the teacher	Part B 6, 7, 13, 14	Harmer (2007:108)
5	The learning materials	Part B 8, 9, 10, 11, 12	Gower et. al., (1995:77)
6	The classroom activities	Part B 15, 16, 19, 21, 22	Harmer (2004:271) Kayi (2006) Wright (1989:7)
7	The benefits of using pictures (in the teaching and learning process of speaking)	Part B 17, 18, 20, 23, 24, 25	Wright (1989:2) Raimes (1983: 27-28)

Kepada.

Siswa - siswi kelas VIII C SMP N 2 Godean

Di SMP N 2 Godean

Dalam rangka penelitian sebagai tugas akhir skripsi tentang meningkatkan kemampuan berbicara Bahasa Inggris siswa-siswi kelas VIII C SMP N 2 Godean dengan media gambar, saya mengharap kesediaan adik untuk meluangkan waktu untuk mengisi angket ini.

Bagian pertama dalam angket ini bertujuan untuk mengetahui gambaran umum tentang adik, sedangkan bagian kedua untuk mengetahui pendapat adik mengenai proses belajar mengajar dan kemampuan berbicara Bahasa Inggris adik setelah mengikuti pembelajaran berbicara bahasa Inggris dengan media gambar.

Angket ini tidak bermaksud untuk menguji atau menilai adik melainkan untuk mencari gambaran tentang hasil dari usaha meningkatkan kemampuan berbahasa Inggris bagi siswa – siswi SMP N 2 Godean dengan media gambar, sehingga angket ini tidak berpengaruh terhadap nilai adik. Hasil dari angket ini akan sangat mempengaruhi data penelitian karena itu adik dimohon untuk jujur atau apa adanya dan juga teliti dalam memberikan jawaban.

Akhirnya, atas bantuan dan kesediaan adik untuk mengisi angket ini, Saya mengucapkan terima kasih.

Yogyakarta, 17 Oktober 2013

Peneliti

Gallis Nawang Ginusti

KUESIONER

Hasil Pembelajaran Berbicara Bahasa Inggris dengan Media Gambar

A. Profil Siswa

Nama :

Kelas :

B. Hasil Pembelajaran

Berilah tanda *check* (V) pada salah satu kolom

SS; Sangat Setuju

S; Setuju

TS; Tidak Setuju

STS; Sangat Tidak Setuju.

No.	Pernyataan	SS	S	TS	STS
1	Kemampuan berbicara itu penting.				
2	Berbicara bahasa Inggris itu mudah.				
3	Kemampuan berbicara saya baik.				
4	Saya percaya diri berbicara bahasa Inggris.				
5	Saya bisa mengucapkan kata-kata dalam bahasa Inggris dengan benar.				
6	Guru selalu berbicara menggunakan bahasa Inggris ketika mengajar.				
7	Instruksi-instruksi guru jelas dan dapat dimengerti.				
8	<i>Handout</i> yang diberikan guru membantu saya dalam belajar.				
9	Materi-materi yang diberikan mudah.				
10	Materi-materi yang diberikan menarik.				
11	Topik-topik pembelajaran sesuai dengan ketertarikan saya.				
12	Kamus membantu saya untuk menemukan makna-makna kata.				
13	Saya mendapat koreksi dan <i>feedback</i> dari guru.				
14	Guru berkeliling ketika kami mengerjakan tugas-tugas.				
15	Saya mendapat banyak latihan berbicara.				
16	Saya berlatih dalam kelompok, berpasangan dan grup dalam mengerjakan tugas-tugas.				
17	Guru menggunakan media gambar dalam kegiatan-kegiatan kelas.				
18	Gambar-gambar yang diberikan menarik.				
19	Kegiatan-kegiatan dengan menggunakan gambar mudah.				
20	Gambar-gambar yang digunakan mudah dipahami.				

21	Guru menyusun banyak kegiatan-kegiatan menggunakan gambar.				
22	Kegiatan-kegiatan menggunakan gambar menyenangkan dan menarik.				
23	Gambar-gambar yang diberikan memotifasi saya berbicara bahasa Inggris				
24	Gambar-gambar yang diberikan membantu saya mengungkapkan ide-ide.				
25	Saya dapat memperkaya kosa-kata saya melalui gambar-gambar yang diberikan.				

APPENDIX M

Questionnaire Analysis

THE RESULT OF THE QUESTIONNAIRES

Scale:

SA : Strongly Agree
A : Agree
D : Disagree
SD : Strongly Disagree

Total Respondent: 32 students of SMP Negeri 2 Godean Grade VIII C.

Aspect	Item Number	Statement	Option	Cycle 1		Cycle 2	
				Frequency	Percentage	Frequency	Percentage
The students' attitudes (towards speaking)	Part B 1	Speaking skill is important.	Strongly Agree	14	43.75	17	53.13
			Agree	18	56.25	15	48.88
			Disagree	0	-	0	-
			Strongly disagree	0	-	0	-
The students' speaking abilities	Part B 2, 3, 4, 5	Speaking English is easy.	Strongly Agree	0	-	2	6.25
			Agree	18	56.25	20	62.50
			Disagree	13	53.13	10	31.25
			Strongly disagree	1	3.13	0	-
		My speaking ability is good.	Strongly Agree	0	-	0	-
			Agree	10	31.15	13	40.63
			Disagree	10	53.25	15	46.88
			Strongly disagree	5	15.63	4	12.50
		I am confident to speak in English	Strongly Agree	3	9.38	3	9.38
			Agree	19	59.38	21	65.63
			Disagree	10	31.25	8	25.00
			Strongly disagree	0	-	0	-
		I can pronounce English words correctly.	Strongly Agree	0	-	0	-
			Agree	19	18.75	8	25.00
			Disagree	10	71.88	23	71.88
			Strongly disagree	0	9.38	1	6.25

Aspect	Item Number	Statement	Option	Cycle 1		Cycle 2	
				Frequency	Percentage	Frequency	Percentage
The roles of the teacher	Part B 6, 7, 13, 14	The teacher always speaks English when teaching.	Strongly Agree	1	3.13	1	3.13
			Agree	7	21.88	5	15.63
			Disagree	20	62.50	24	75.00
			Strongly disagree	4	12.50	2	6.25
		The teacher instructions are clear and understandable.	Strongly Agree	2	6.25	8	25.00
			Agree	20	62.50	20	62.50
			Disagree	10	31.25	4	12.50
			Strongly disagree	0	-	0	-
		I get correction or feedback from the teacher.	Strongly Agree	5	15.63	8	25.00
			Agree	20	62.50	22	68.75
			Disagree	7	21.28	2	6.25
			Strongly disagree	0	-	0	-
		The teacher moves around when we are doing the tasks.	Strongly Agree	13	40.63	15	46.88
			Agree	13	40.63	13	40.63
			Disagree	6	18.75	4	12.50
			Strongly disagree	0	-	0	-
The learning materials	Part B 8, 9, 10, 11, 12	The handout from the teacher help me in learning.	Strongly Agree	7	21.88	4	12.50
			Agree	20	62.50	26	81.25
			Disagree	5	15.63	2	6.25
			Strongly disagree	0	-	0	-
		The materials are easy.	Strongly Agree	2	6.25	4	12.50
			Agree	20	62.50	23	71.88
			Disagree	10	31.25	5	15.63
			Strongly disagree	0	-	0	-
		The materials are interesting.	Strongly Agree	3	9.38	7	21.88
			Agree	27	84.38	23	71.88
			Disagree	2	6.25	2	6.25
			Strongly disagree	0	-	0	-
		The topics suit my interest.	Strongly Agree	8	25.00	8	25.00
			Agree	21	65.63	22	68.75
			Disagree	3	9.38	1	3.13
			Strongly disagree	0	-	0	-

Aspect	Item Number	Statement	Option	Cycle 1		Cycle 2	
				Frequency	Percentage	Frequency	Percentage
		Dictionary helps me to find the word meanings.	Strongly Agree	3	9.38	8	25.00
			Agree	23	71.88	21	65.63
			Disagree	6	18.75	3	9.38
			Strongly disagree	0	-	0	-
The classroom activities	Part B 15, 16, 19, 21, 22	I experience a lot of speaking practice.	Strongly Agree	4	12.50	4	12.50
			Agree	25	78.13	28	87.50
			Disagree	3	9.38	0	-
			Strongly disagree	0	-	0	-
		I experience individual work, pair works, and group works to do the tasks	Strongly Agree	7	21.88	7	21.88
			Agree	22	68.75	23	71.88
			Disagree	3	9.38	2	6.28
			Strongly disagree	0	-	0	-
		The teacher creates various picture activities.	Strongly Agree	5	15.63	9	28.13
			Agree	23	71.88	17	53.13
			Disagree	4	12.50	6	18.75
			Strongly disagree	0	-	0	-
		The activities using pictures are easy.	Strongly Agree	6	18.75	8	25.00
			Agree	26	81.25	24	75.00
			Disagree	0	-	0	-
			Strongly disagree	0	-	0	-
		The activities using pictures are fun and interesting.	Strongly Agree	10	31.25	9	28.13
			Agree	18	56.25	22	68.75
			Disagree	4	12.50	1	3.13
			Strongly disagree	0	-	0	-
The benefits of using pictures (in the teaching and learning process of speaking)	Part B 17, 18, 20, 23, 24, 25	The teacher uses pictures in the classroom activities.	Strongly Agree	9	28.13	7	21.88
			Agree	19	59.38	25	78.13
			Disagree	4	12.50	0	-
			Strongly disagree	0	-	0	-
		The pictures were attracting.	Strongly Agree	11	34.38	12	37.50
			Agree	14	43.75	16	50.00
			Disagree	7	21.88	4	12.50
			Strongly disagree	0	-	0	-

Aspect	Item Number	Statement	Option	Cycle 1		Cycle 2	
				Frequency	Percentage	Frequency	Percentage
The benefits of using pictures (in the teaching and learning process of speaking)	Part B 17, 18, 20, 23, 24, 25	The pictures used are understandable.	Strongly Agree	9	28.13	9	28.13
			Agree	21	65.63	22	68.75
			Disagree	2	6.25	1	3.13
			Strongly disagree	0	0	0	-
		The pictures motivate me to speak English.	Strongly Agree	12	37.50	14	43.75
			Agree	20	62.50	18	56.25
			Disagree	0	-	0	-
			Strongly disagree	0	-	0	-
		The pictures help me to express my ideas.	Strongly Agree	5	15.63	6	18.75
			Agree	23	71.88	24	75.00
			Disagree	4	12.50	2	6.25
			Strongly disagree	0	-	0	-
		I can enrich my vocabulary through the pictures.	Strongly Agree	18	56.25	20	62.50
			Agree	14	43.75	12	37.50
			Disagree	0	-	0	-
			Strongly disagree	0	-	0	-

APPENDIX N

Attendance List

ATTENDANCE LIST

STD. NUMBER	NAME	MEETING					
		1	2	3	4	5	6
1	Afan Nuridho	v	v	v	v	v	v
2	Alif Nur Faizzi	v	v	v	-	v	v
3	Alysia Pramesti Kusuma W.	v	v	v	v	v	v
4	Andreas Yulianto	-	v	v	v	v	v
5	Anny Labibah	v	v	v	v	v	v
6	Bagas Wicaksana	v	v	v	v	v	v
7	Chintya Mei Kinanti	v	v	-	v	v	v
8	Citra Hikari	v	v	v	v	v	v
9	Dewansyah Fernanda Raihan S.	v	v	v	v	v	v
10	Dhea Fellya Adyatama	v	v	-	v	v	v
11	Dimas Haryo Winoto	-	v	v	v	-	v
12	Donna Anggraeni	v	v	v	v	v	v
13	Ega Widiroaksojo	v	v	v	v	-	v
14	Fendi Andri Yanto	v	v	v	v	v	v
15	Fikri Hendra Nurohman	v	v	v	v	v	v
16	Galih Abi Satrio	v	v	v	-	v	v
17	Harisna Indriya Putra	v	v	v	v	v	v
18	Ivan Saputra	v	v	v	v	v	v
19	Kiranto Jati Alim	v	v	v	v	v	v
20	Kristania Arfiantin	v	v	v	v	v	v
21	Luthfia Nur Isnaini	v	v	v	v	v	v
22	Muhammad Rafi Nugraha	v	v	v	v	v	v
23	Nur Indah Ihwatun Khasanah	v	v	v	v	v	v
24	Nur Raudhatul Zanna	v	v	v	v	v	v
25	Siti Nurrokhmah	v	v	v	v	v	v
26	Usman Bintoro	v	v	v	v	v	v
27	Weni Dwi Astuti	v	v	v	v	v	v
28	Yogi Surya Putra	v	v	v	v	v	v
29	Yulia Hera Giarti	v	v	v	v	v	v
30	Yusi Setiya Ningrum	v	v	v	v	v	v
31	Yusnita Sofi Damayanti	v	v	v	v	v	v
32	Yusril Mahendra Putra	v	v	v	v	v	v

APPENDIX O

Photographs



The researcher gives handouts to the students.



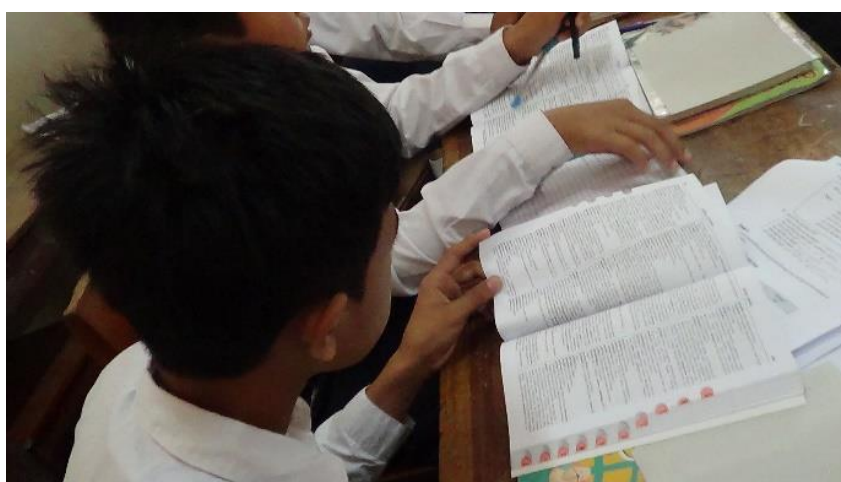
The researcher gives explanations about the materials.



The student practices a tongue twister in front of the class.



The students are very enthusiastic doing *Hold up Picture Story* activity.



The students access dictionaries.



In a group, students have a speaking activity using picture cards.



The researcher gives corrections and feedbacks on the students' performance.



The students consult their works.



The group presents their sory to the class.



The students share their ideas with the other members of the group.



Individually, the students tell their stories helped by the pictures they made.

APPENDIX P

Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0905/UN.34.12/DT/IX/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

30 September 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 2 GODEAN
THROUGH PICTURES***

Mahasiswa dimaksud adalah :

Nama : GALLIS NAWANG GINUSTI
NIM : 09202241065
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2013
Lokasi Penelitian : SMP Negeri 2 Godean

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Kemahasiswaan FBS,

Drs. Harjoko Insan Kamil
NIP 19581103 198803 1 001

Tembusan:
1. Kepala SMP Negeri 2 Godean



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI / 7173 / 9 / 2013

Membaca Surat : DEKAN FAK BAHASA DAN SENI UNY

Nomor : 0905/UN34.12/DT/IX/2013

Tanggal : 01 OKTOBER 2013

Perihal : Permohonan Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : GALLIS NAWANG GINUSTI

NIP/NIM : 09202241065

Alamat : KARANGMALANG YOGYAKARTA

Judul : IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 2 GODEAN THROUGH PICTURES

Lokasi : KAB SLEMAN

Waktu : 02 OKTOBER 2013 s/d 02 JANUARI 2014

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjapro.go.id dan menunjukkan
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 2 OKTOBER 2013

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.

Kepala Biro Administrasi Pembangunan



Hendat Susilowati, SH.

NIP. 19580720 198503 2 003

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 BUPATI SLEMAN CQ KA BAPPEDA
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 DEKAN FAK BAHASA DAN SENI UNY
- 5 Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3061 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/7173/10/2013
Hal : Izin Penelitian
Tanggal : 02 Oktober 2013

MENGIZINKAN :

Kepada :
Nama : GALLIS NAWANG GINUSTI
No.Mhs/NIM/NIP/NIK : 09202241065
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta
Alamat Rumah : Jln. Flamboyan Gg. Renggali No. 4 CT X Karangasem Baru, Depok, Sleman, Yk.
No. Telp / HP : 085640795917
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 2 GODEAN THROUGH PICTURES
Lokasi : SMP Negeri 2 Godean
Waktu : Selama 3 bulan mulai tanggal: 02 Oktober 2013 s/d 02 Januari 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 3 Oktober 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCIRIANI SINURAYA, M.Si, M.M

Kep. B. IV/a

NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Godean
6. Kepala SMP Negeri 2 Godean
7. Dekan Fak. Bahasda & Seni UNY
8. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN

DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

SEKOLAH MENENGAH PERTAMA NEGERI 2 GODEAN

Alamat : Sidomoyo, Godean, Sleman, Yogyakarta ☎ (0274) 7114120 ✉ 55564

SURAT KETERANGAN

Nomor : 421.3 / 277 / 2013

Yang bertanda tangan dibawah ini :

Nama : Drs. Haryanto
NIP : 19540110 198203 1 005
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 2 Godean

Menerangkan bahwa :

Nama : GALLIS NAWANG GINUSTI
NIM : 09202241065
Nama Perguruan Tinggi : Universitas Negeri Yogyakarta
Program Studi : Pendidikan BAHASA INGGRIS
Fakultas : FKIP

Yang bersangkutan telah mengadakan penelitian di SMP Negeri 2 Godean Kabupaten Sleman dengan judul " IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENDTS OF SMP NEGERI 2 GODEAN THROUGH PICTURES "

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Godean, 18 Desember 2013

Kepala Sekolah,



Drs. Haryanto

NIP. 19540110 198203 1 005